FRANKLIN & MARSHALL
COLLEGE LIBRARY
HERBERT B. ANCTIL PE-07-98
LIB. FRANKLIN & MARSHALL COL
LANCASTER, PA

PUBLIC EDUCATION

Monthly Bulletin
DEPARTMENT OF PUBLIC INSTRUCTION
Commonwealth of Pennsylvania

PAGE

EXECUTIVE OFFICE - - - - - - - - - 3

ADMINISTRATION AND FINANCE - - - - - - 6

INSTRUCTION - - - - - - - - - - - 9

PROFESSIONAL LICENSING - - - - - - - 13

TEACHER EDUCATION AND CERTIFICATION - - 14

STATE LIBRARY AND MUSEUM - - - - - - 16

PENNSYLVANIA IN HISTORY - - - - - - - 17

SCHOOL EMPLOYES' RETIREMENT BOARD - - - 18

HIGHER LEARNING - - - - - - - - - 19

VOLUME 4 NUMBER 11 July 1937

PUBLIC EDUCATION
MONTHLY BULLETIN OF THE DEPARTMENT OF PUBLIC INSTRUCTION

Pennsylvania Public Education

Published monthly by
The Department of Public Instruction
Commonwealth of Pennsylvania
Education Building, Harrisburg

Entered as second-class matter September 1, 1933, at the Post Office at Harrisburg, Pennsylvania, under Act of August 24, 1912.

LESTER K. ADE, *Superintendent of Public Instruction, Chairman of the State Council of Education, and of the Board of Presidents of State Teachers Colleges*

GERALD D. WHITNEY, *Deputy Superintendent*

CLARENCE E. ACKLEY, *Director, Bureau of School Administration and Finance*

PAUL L. CRESSMAN, *Director, Bureau of Instruction*

JAMES A. NEWPHER, *Director, Bureau of Professional Licensing*

F. STEWARD HARTMAN, *Executive Assistant*

EUGENE P. BERTIN, *Editor*

Vol. 4 July, 1937 No. 11

All material herein is released to the press upon receipt.

American Education Week

November 7-13

Theme For Sunday, November 7

CAN WE EDUCATE FOR PEACE?

PURPOSE: To discuss the problems which prevent amity among the nations and to consider the contributions education may make toward world peace.

ARMISTICE DAY AND AMERICAN EDUCATION WEEK

The topic is one that will be welcomed by ministers who may wish to combine an Armistice Day sermon with an American Education Week message.

World conditions which threaten peaceful relations among the nations constitute a paramount problem confronting the entire world. America, while seemingly isolated from the scene of European or Asiatic conflict and perhaps inherently capable of developing a self-sufficient economy, would nevertheless feel keenly the impact of a sizeable conflict anywhere on the globe. Is America willing to force warring nations to come to her shores if they want her goods and to let them have materials only so long as they bring cash to pay for them. Concrete issues like this will have to be faced even in the event of conflict in which we are not engaged.

EDUCATION FOR PEACE

Unquestionably education for world peace begins in the home where the child has his earliest lessons in tolerance and unselfish-

(Continued on page 11, column 3)

SCHOOL CALENDARS

CALENDAR OF EDUCATIONAL MEETINGS

JULY

Boy Scouts of America, Washington, D. C.
3 Institute for Social Progress, Wellesley, Massachusetts
5 Institute of Race Relations, Cheyney, Pennsylvania (twenty days)
18 National Federation of Business and Professional Women's Club, Atlantic City, New Jersey (seven days)
27 Annual Superintendents Conference, State College, Pennsylvania (three days)
30 International Art Congress of Design and Applied Arts, Paris, France (seven days)

AUGUST

2 World Federation of Education Association, Seventh World Meeting, Tokyo, Japan (five days)
2 International Congress of Professors of Secondary Education, Paris, France (five days)
19 American Legion, Department of Pennsylvania, York, Pennsylvania (three days)

SEPTEMBER

1 Eastern District of the National Story League, Lancaster, Pennsylvania (four days)
8 The United Chapters of Phi Beta Kappa, Atlanta, Georgia (four days)
20 The American Legion, New York City (four days)
22 Annual Education Congress, Harrisburg, Pennsylvania (two days)
30 Central Convention District, Lock Haven, Pennsylvania (two days)

OCTOBER

1 Pennsylvania State Conference for the Education of Exceptional Children, Harrisburg, Pennsylvania (two days)
6 Camp Fire Girls, Dallas, Texas (four days)
8 Northwestern Convention District, Meadville, Pennsylvania
11 National Association of Public School Business Officials, Baltimore, Maryland (five days)
14 Western Convention District, Pittsburgh, Pennsylvania (three days)
22 Eastern Convention District, Bethlehem, Pennsylvania (two days)
22 Midwestern Convention District, New Castle, Pennsylvania
23 National Association of Audubon Societies, New York City (four days)
25 National League to Promote School Attendance, Chicago, Illinois (four days)
26 Pennsylvania League of Nursing Education, Altoona, Pennsylvania (three days)

NOVEMBER

Association of Land Grant Colleges and Universities, Washington, D. C. (three days)
11 Association of American Universities, Providence, Rhode Island (three days)
25 National Council of Teachers of English, Buffalo, New York (three days)
26 Middle States Association of Colleges and Secondary Schools, Atlantic City, New Jersey (two days)
27 Eastern Association of College Deans and Advisors of Men, Atlantic City, New Jersey
29 National Association of State Directors of Vocational Education, Baltimore, Maryland (three days)

DECEMBER

1 American Vocational Association, Baltimore, Maryland (four days)
27 Pennsylvania State Education Association, Harrisburg, Pennsylvania (three days)
27 National Association of Commercial Schools, Chicago, Illinois (four days)
28 Modern Language Association of America, Chicago, Illinois (three days)
28 National Association of Schools of Music, Pittsburgh, Pennsylvania (four days)
29 American History Association, Philadelphia, Pennsylvania (three days)

AUGUST CALENDAR FOR SCHOOL OFFICIALS

Due	Subject of Report	Sections of Law	Form Number of Report
1	.....Annual Extension Education Report.....	1210 & 4106	PIEE-1
1	.....Superintendent's Report	1151	PIBB-18
1	.....Annual Financial Report.....	317	PIBB-16
1	.....Data for Pennsylvania Education Directory	2904	———
1	.....Check with tax collectors— see that notices are sent out.....	546ff	———

(Continued on page 18)

EXECUTIVE OFFICE

DR. LESTER K. ADE
Superintendent of Public Instruction

OUR SCHOOLS IN SOCIETY

Education an All-Inclusive Function

COMPETENT TEACHERS VITAL

Education finds it is constantly faced with the necessity of redefining its program, reallocating its responsibilities, and sharing its burdens in accordance with fundamental changes in an ever-growing society.

WHOLE VIEW ESSENTIAL

Unless school administrators and teachers everywhere view the entire educational problem as a whole we are liable to overlook and neglect vital parts of the program. Education must constantly renew its charter if it is to serve adequately the needs of contemporary life. Never before has there been such a need for a comprehensive vision of education as an all-inclusive process involving practically every aspect of society. Evidences of this all-inclusive function are seen in the school activities relating to the press, the radio, the talking motion picture, libraries, various clubs, aviation, and a host of other newer developments that relate the schools with society. All of life is education, the whole world is a school, and the activities going forward in the school of today constitute an epitome of society as a whole.

IMPORTANCE OF THE TEACHER

In view of these developments it is obvious that the teacher in the school of today and in the school of tomorrow must be able to work closely with the various social educational institutions and agencies. They must know how to cooperate effectively with parents, librarians, clergymen, nurses, club leaders, social workers, as well as with radio operators, newspaper officials, motion picture authorities, and the like. Because of the greater complexity of the teacher's work today and the increasing number of responsibilities, it becomes necessary that she not only be grounded in subject matter in more than one field, but that she have special preparation of teaching and a thorough understanding of the pupil, as well as an appreciation of the school and what it is for.

THE MODERN TEACHER

The modern teacher must likewise be skilled in the process of instruction and enjoy a clear understanding and appreciation of the school as a changing institution constantly adapting itself to trends in modern society and new knowledge of human nature. Another paramount quality of the teacher of today is that she be schooled in the technique of guidance whereby she may help pupils to find themselves.

For this type of professional service, mere general culture is not sufficient; nor are any number of semester hours of professional work, as such, wholly adequate. Teacher education today requires institutions specially equipped for teacher education, the ablest students, scholarly professors, every modern facility, and wise administration.

Radio An Aid To Education

Motivates Instruction and Affords New Materials of Learning

Offers Opportunities in Rural Schools

One of the most promising educational advantages of radio in education is seen in the service it can render the rural schools of Pennsylvania and other states. While this new educational device can in no way take the place of an efficient teacher, it can place at the disposal of the teacher vital up-to-date materials with which she can supplement her instruction of children in many of her classes.

VARIETY OF MATERIALS

The educational value of radio programs is evident from the fact that they comprise materials in nature study, biography, literature, civics, music, art, geography, travel, dramatics, current news, and social and economic problems. Through the radio, these programs are just as available to the smallest, poorest, and most isolated rural schools as they are to the largest, richest, and most populous school in Pennsylvania.

AUTHENTIC SPEAKERS

Many of the speakers on some of the latest programs are authorities in their respective fields and can therefore be the means of inspiring the children of rural Pennsylvania in proper directions, and of stimulating the development of desirable ideas and attitudes.

COMPETENT TEACHERS ESSENTIAL

The effectiveness of radio programs in the education of children in our public schools inevitably depends upon the attitude and competence of the teachers, and the manner in which the programs are used in the school. To achieve the best educational results for the greatest number of children in the country schools of the Commonwealth, the pupils must be prepared in advance for the radio program. The alert teacher will arrange to have the pupils in readiness to participate in such phases of radio programs as call for an active response, such as singing, or other forms of artistic expression. Following the program a discussion of its content and application to schoolwork and the lives of the pupils is of great value. Unless the program makes some definite contribution to the daily work of the children of the schools, it is hardly suitable for educational purposes.

STUDY RADIO EQUIPMENT

Another phase of radio education that is being developed in some schools is a study of radio equipment, including receiving sets, radio control, and the various forms of apparatus and facilities that are necessary both in producing and receiving radio programs. As a practical project, some classes in the public schools study the parts of the radio apparatus, learn their functions, and how damaged or worn parts may be repaired or replaced.

(Continued on page 13, column 2)

FESTIVALS OF NATIONS

Many Counties of the Commonwealth Sponsor Colorful Programs During Summer

Following are the words of greeting of Governor George H. Earle, as presented by Dr. Lester K. Ade, Superintendent of Public Instruction, at the opening of the first Festival of Nations for the current summer, given by Dauphin County, in the Education Building, Harrisburg, in May. Many other counties of Pennsylvania are sponsoring Festivals of Nations under the direction of the Department of Public Instruction and Federal education and recreation agencies.

PURPOSE

The purpose of bringing together Pennsylvania's nationality groups in this Community Festival is to foster and preserve the traditional arts of all nationalities contributing to American culture. It is designed to keep alive the earliest ideals of our Nation and to dedicate anew the principles of democracy by encouraging all groups regardless of race, color or creed, to become socially conscious of their vital part in building the Nation.

THE AMERICAN INDIAN

More than a score of nationalities are participating in the folk festivals throughout Pennsylvania. The positive social implication of bringing together this great variety of different cultures in our Commonwealth is of tremendous significance. It is also worthy of note that our program this evening as well as in each succeeding evening of the Festival will be opened by a representation of the culture of the American Indian, for this is the earliest culture of the Nation. The Indians were here when the other nations arrived, and for that reason are given precedence in point of time in the service of programs to be presented.

TWENTY-EIGHT NATIONALITIES

Dauphin County is to be congratulated on being the first to organize a council for the purpose of perpetuating the traditional arts of all the nationality groups residing within her boundaries. This council, which represents no fewer than twenty-eight distinct national groups of citizens, including three religions—Hebrew, Catholic and Protestant—functions under the Department of Public Instruction, the Education and Recreation Division, the Works Progress Administration, the National Youth Administration, and the Federal Music Project of Pennsylvania. Last year in our Commonwealth, fifty-nine festivals of this kind were presented, drawing an attendance of more than a million people. This year for the first time the movement is organized on the basis of counties, Dauphin being one of sixty-seven that are sponsoring similar events. At least 6,000 individuals are actively assisting the councils of the several counties in making this widespread community activity a reality.

(Continued on page 4, column 1)

EXECUTIVE OFFICE—Continued

FESTIVALS OF NATIONS

(Concluded from page 3, column 3)

PENNSYLVANIA CULTURE

Pennsylvania not only typifies the culture that became characteristic of the Nation, but represents the first western frontier which was delineated by the Susquehanna River. This Commonwealth has been justly regarded as the "Mother of American Folk Lore," for it has attracted more of the nationalities than any other colony prior to the Revolution. Many peoples from all parts of Europe who settled within our borders brought with them their traditions, manners, customs, superstitions, folk songs, and proverbs, as well as their arts and crafts. Thus this Commonwealth is unusually rich not only in national folk lore, but in occupational, industrial, social, and religious lore as well.

ART OF LIVING TOGETHER

One of the most significant features of the Festival of Nations is its contribution to the development of a feeling of unity among the various national groups represented in our democracy. Today's great challenge to our American institutions of home, school and community is to prepare our children and youth to live harmoniously with their families, companions, and other races. We have made amazing progress in science and industry; we have almost annihilated time and distance; we have extended the term of human life; but there is yet much to be learned of the gracious art of living together in sympathetic human relations, of working and playing with people whose customs, traditions and inheritances differ from our own, but whose cultures have greatly enriched our national life with respect to literature, music, handicrafts, and art.

Our educational progress, our international relationship, and the friendship which the world will in the future feel toward our country, will depend upon the vision, attitude and cooperation of those who are charged with the development of social and civic ideals among the peoples who dwell together on this Continent.

WORLD FELLOWSHIP

While our advances in science, education and statesmanship have removed a great many physical barriers and opened the way for a world fellowship, yet we have by no means adequately established the understanding, goodwill and peace that are necessary to a wide international friendship. Tolerance, that heritage of mankind which has been slowly acquired through the centuries, lies at the very foundation of social relations, and should be made the focus of the efforts of statesmen and educators in propounding a philosophy for our social program. The essence of good citizenship of the world today is larger group consciousness. It involves an individual consciousness synonymous with loyalty to State, and a feeling of nationalism in harmony with a feeling of internationalism.

May I close with a citation which strikes the keynote of this great event:

> **Let the forces of light bring illumination to all mankind and let the spirit of peace be expressed abroad. May men of goodwill everywhere meet in a spirit of cooperation, and power attend the efforts of all brothers of humanity.**

ASSISTANT COUNTY SUPERINTENDENTS APPOINTED

Nine Commissioned by Superintendent Ade Since June 1935

Promotion, Retirement and Death, Create Vacancies

In previous issues of the Pennsylvania Public Education Bulletin an account of commissions issued to six county superintendents and to twenty-eight district superintendents was given. During the same period—from June 1935-July 1937—Superintendent, Lester K. Ade, likewise commissioned nine assistant county superintendents and thirty-three assistant and associate district superintendents. The present account deals with the commissioning of assistant county superintendents.

EIGHT COUNTIES REPRESENTED

Of Pennsylvania's sixty-three assistant county superintendents, eight left office on account of retirement, death, resignation, or promotion since June 1935. This turnover represents eleven per cent of the assistant county superintendents as compared with sixteen per cent of district superintendents, and about ten per cent of county superintendents, during the same period. The counties in which assistant county superintendents were commissioned include Lycoming, Washington, Cumberland, Luzerne, Carbon, Tioga, Indiana, and Venango.

LYCOMING COUNTY UNIQUE

The situation in Lycoming County is unique in that two assistant county superintendents were appointed during the two-year period. Frank H. Painter was chosen to fill the office upon retirement of George A. Farrell on August 1, 1935; and Clarence H. McConnel was commissioned to the office when Assistant Superintendent Painter became County Superintendent, upon the death of Sylvester B. Dunlap.

CAUSES OF VACANCIES

Assistant county superintendents who vacated the office because of retirement, include, George A. Farrell of Lycoming; Harvey E. Hoffman of Luzerne; and Elis C. Wills of Carbon. The two vacancies caused by death were, W. M. Rice of Cumberland and James A. Yard of Venango. Stuart E. Murphy of Washington County, vacated the office by resignation on August 1, 1935.

Three of the vacancies were created because of the promotion of assistant county superintendents to the position of county superintendent—these include, Walter G. Clark of Tioga County, D. Lester Winger of Indiana County, and Frank H. Painter of Lycoming County.

Of the eight counties in which there was a change in assistant county superintendents, three have new appointees in the office of Superintendent as well. Since June 1935 in Tioga County, Walter G. Clark was commissioned Superintendent and Thomas A. Williammee, Assistant: in Indiana County, D. L. Winger was commissioned County Superintendent and D. D. Patterson, Assistant; and in Lycoming County, Frank H. Painter was commissioned County Superintendant, and Clarence H. McConnel, Assistant.

SUMMARY REPORT

Following is a summary report of the assistant county superintendents commissioned by Dr. Lester K. Ade since June 1935:

Counties	Assistant County Superintendents Commissioned	Replacing	Reason for Vacancy	Date of Commission
Lycoming	Frank H. Painter	George A. Farrell	Retired	Aug. 1, 1935
Washington	William G. Burkett	Stuart E. Murphy	Resigned	Aug. 1, 1935
Cumberland	J. Paul Burkhart	W. M. Rice	Deceased	Feb. 15, 1936
Luzerne	Eugene S. Teter	Harvey E. Hoffman	Retired	Sept. 1, 1936
Carbon	Nan R. Jenkins	Elis C. Wills	Retired	Sept. 1, 1936
Tioga	Thos. A. Williammee	Walter G. Clark	Promoted	Aug. 28, 1936
Indiana	D. D. Patterson	D. Lester Winger	Promoted	Jan. 1, 1937
Venango	William C. Frantz	James A. Yard	Deceased	Jan. 6, 1937
Lycoming	Clarence H. McConnel	Frank H. Painter	Promoted	Dec. 31, 1936

Spontaneous Reading At College

Lehigh University is instituting a new course which is designed to broaden the under-graduate's educational program on a basis diametrically opposed to the present system of study. The course will consist of directed outside reading for interested students and will be conducted on a non-credit basis for freshmen only, so that in four years the new program will be in full swing. Ten faculty members have volunteered their time to direct the extra-curricula reading of enrolled students and about forty students will be enrolled.

> **In our own country, where many paths, all brilliant with the trophies of opulence and renown, allure the youth of the land, there is no other way to secure a fair proportion of the genius and erudition of the community for the department of teaching, than to requite its services with a fair share of all the honors and emoluments which society has to confer. And never, until this is done, shall we see the teacher in possession of his rights, and education fully invested with its high prerogatives.**
>
> **—Horace Mann**

EXECUTIVE OFFICE—Continued

COL. HENRY W. SHOEMAKER

The Department of Public Instruction has announced the appointment of Col. Henry W. Shoemaker, of McElhatten, Clinton County, to the position of Archivist in the State Library and Museum, to succeed Dr. Curtis W. Garrison, who has accepted another position.

Born in New York City, of Pennsylvania parentage, Colonel Shoemaker for eleven years attended private elementary and secondary schools of that metropolis. In 1900 he attended Columbia University and pursued work in the classical department. By virtue of his achievements in classic, literary and historical pursuits, he was awarded the honorary degree of Doctor of Literature by both Juniata and Franklin and Marshall Colleges.

Varied Experiences

Colonel Shoemaker's career has been unusual and comprises experiences in diplomacy, newspaper publishing, banking, military affairs, and public services. He served the Federal Government as Secretary of the American Legation in Portugal and as Secretary of the American Embassy in Germany. From 1930 to the close of 1933 he was the American Minister to Bulgaria. Since 1905 he has been publisher at different times of the Jersey Shore Herald, the Bradford Record, the Reading Times, the Altoona Times-Tribune, in Pennsylvania, and the Bridgeport Telegram, in Connecticut. His financial experience consists of directorships and vice-presidencies of financial institutions in New York City, Madison, New Jersey, and Lock Haven, Pennsylvania. From 1905 to 1912 he was a member of the banking house of Shoemaker, Bates and Company, with offices in New York, Philadelphia and Chicago.

In military service, Colonel Shoemaker has risen to the rank of Colonel, after serving as second lieutenant in the New York National Guard, Captain of military intelligence in the United States Army, and Lieutenant-Colonel on the Governor's Staff. Since 1933 he has been Colonel of the Military Intelligence Division of the General Staff in the Officers Reserve Corps, and has attended the War College.

Public Services

The public service record of Colonel Shoemaker includes participation in the national forestry program and in various State historical projects. For twelve years he was a member of the Pennsylvania Forestry Commission, and for a somewhat shorter time he was active on the Pennsylvania Geographic Board. He maintains active membership on the advisory board of the Allegheny National Forestry Experiment Station, of the Pennsylvania State Forestry Schools, and is a member of the State Historical Commission. For seven years he has headed the Christmas Seal sale drive in Pennsylvania, and for the past two years served as chairman of the Pennsylvania Folk Festival. He is a Trustee of the Dickinson Junior College at Williamsport and of the Linden Hall at Lititz.

Interest in History

Throughout his rich career, Colonel Shoemaker has manifested a deep interest in the history of the Commonwealth. This has been evident in the newspapers which he has published, as well as in his service as Chairman of the Pennsylvania Historical Commission from 1923 to 1930, as President of the Pennsylvania Federation of Historical Societies in 1926, President of the Pennsylvania Huguenot Society, the Pennsylvania Alpine Club, and Vice-President of the Netherlands Society of Philadelphia. He has been decorated by three foreign governments, Italy, Greece and Bulgaria.

Author

In addition to thirty years of active editorial work, Colonel Shoemaker has compiled and published many books on Pennsylvania folk lore, Indian legends, old ballads, proverbs, and archaic words of the Pennsylvania mountaineers, as well as several books on the wild animals and birds of the State.

New Work

His work in the Department consists of supervision of the work in the Archives Division of the State Library.

DR. CARL D. MORNEWECK

Dr. Carl D. Morneweck of Verona, Allegheny County, has been appointed Research Adviser in the Department of Public Instruction.

Education

Doctor Morneweck attended the public schools in Mercer County, completing his elementary schooling in Perry Township, and his secondary preparation in Greenville. In 1917, he entered Allegheny College, graduating from the Scientific Department with the Degree of Bachelor of Science, three years later. He returned to that institution the following year and completed the work for the Master of Science Degree. From 1923-1930, he pursued graduate studies at the University of Pittsburgh and was awarded the Doctor of Philosophy Degree in June of the latter year.

Professional Services

The professional services of Doctor Morneweck extend over a period of fifteen years. During this time he was engaged in various positions including that of teacher, secondary school principal, and assistant professor of education. Among the public schools in which he served are the Fredonia Vocational School and the Avalon Secondary School. He was also at different times an instructor in the Perry Secondary Schools and the Allegheny Evening Schools in Pittsburgh. During the six years prior to his accepting a position in the Department of Public Instruction, Doctor Morneweck was Assistant Professor of Education in the University of Pittsburgh. While in this office he participated in a comprehensive school survey of the schools of Wellesley, Massachusetts.

New Duties

His duties as Research Advisor in the Department comprise directing of educational research projects and the compilation and review of materials and data from school districts and other educational sources throughout the Commonwealth. He will also consult with persons and agencies on matters relating to research studies and prepare review reports on the results of these projects.

DR. JOHN G. FLOWERS

Dr. John G. Flowers, former Director of Integration and Professor of Education at the State Teachers College in Montclair, New Jersey, was elected President of Lock Haven State Teachers College, by the Board of Trustees, to succeed Dr. Dallas W. Armstrong.

Doctor Flowers was born in San Antonio, Texas, and received his early education in that state. In 1920, he entered the State Teachers College at Commerce, Texas, to prepare for his professional career. The year after his graduation from the Texas institution, he entered Columbia University, graduating in 1925 with the Master of Arts Degree. He continued his graduate studies at Columbia and attained the Doctor of Philosophy Degree a few years later.

He began his service in the profession as Elementary School Principal, and after serving four years in this capacity became a secondary school principal. Two years later he became Superintendent of a school district in the state of Texas, a position he held for three years.

During the war Doctor Flowers was engaged in educational work. Following his period of military service, he became Director of Teacher Education and Professor of Education in Eastern Texas State Teachers College, continuing in this position from 1922 to 1928. The year following, he came to New Jersey and occupied the position of Assistant Professor of Social Science and Education in the New Jersey State Teachers College. He later became Director of Student Teaching in that institution.

The subject of his doctorial dissertation was, "The Content of Student Teaching Courses Designed for the Preparation of Secondary Teachers in State Teachers Colleges." He also assisted in making a state survey of the public school system. He has been active in practically every level of education for teachers and in the administration of colleges and universities. As Director of Integration and Professor of Education in the State Teachers College at Montclair, New Jersey, his work brought him into contact with hundreds of staff members of colleges in undergraduate and graduate divisions.

His excellent services in the profession have brought Doctor Flowers invitations to membership in numerous societies and organizations. He is a member of the National Education Association, the Scholarship Society of the Southern States, the Phi Delta Kappa, the National Research Fraternity, the Kappa Delta Pi, the National Education Fraternity, Pi Gamma Mu, and the Social Science Research Fraternity. He is also a member of the New Jersey Council of Education, composed of 125 educational leaders of the state.

DR. JOSEPH F. NOONAN

The position of President of the State Teachers College at Mansfield has been filled by the election of Dr. Joseph F. Noonan, former Superintendent of the Schools of Mahanoy City and Mahanoy Township. He succeeds Dr. A. T. Belknap who has been Acting President of the institution since the death of Dr. William R. Straughn, August 21, 1936.

(Continued on page 8, column 2)

ADMINISTRATION AND FINANCE

DR. CLARENCE E. ACKLEY
Director Bureau Administration and Finance

Ruth-Brownfield Education Bill Becomes Law

Provides for County Boards and Merging of Small School Districts

With the signature of Governor George H. Earle, the Ruth-Brownfield Education Bill providing for County Boards and merging of small school districts becomes a Law. The main purpose of this education measure, known as House Bill No. 114 and Senate Bill No. 30, is to provide procedures whereby small local districts with the advice and assistance of county boards of school directors, shall be able to offer the pupils of their schools an educational program equivalent to that of larger districts. The measure marks a gradual and consistent development that will lead to numerous improvements of educational opportunities in rural areas.

COUNTY BOARD

The crux of the new Law centers around the present County Executive Committee which is chosen annually by the school directors in districts under the supervision of county superintendents. According to the provisions of the Law, this County Executive Committee, by having additional appropriate powers conferred on it, will become a County Board of School Directors. The County Board of School Directors, under the provisions of the Law, will be charged with the power and duty to inspect budgets, approve transportation routes and contracts, recommend school sites and buildings, establish a uniform system of accounting under the County Superintendent, supervise the enforcement of the Attendance Law, and make such studies and reports as may be suggested by the State Council of Education.

MERGING PROVIDED FOR

While the Law provides for merging in 1938 of the thirty-four school districts in the Commonwealth which employ no teachers at present, yet the Law is such as to achieve this purpose without disturbing the tenure of the present members of school boards in these districts. The Law also provides a plan for additional merging in 1941 of districts in which the number of teachers is ten or less, and where the electors have approved the merger by public election. This is likewise accomplished without the necessity of removing from office any school director in service.

COUNTY SUPERINTENDENT AN EXECUTIVE OFFICER

Another major provision of the Ruth-Brownfield Law relates to the Office of County Superintendent, who becomes the Executive Officer of the County Board of School Directors and ex-officio member of all committees of the Board. In this capacity, the County Superintendent attends all meetings of the Board and participates in all the discussions and debates but is not privileged to vote. He also signs the annual budget and furnishes such reports as may be required by the County Board of School Directors, or the Superintendent of Public Instruction.

ADVANTAGES TO PUPILS

Many features of the new Law promise widespread advantages to Pennsylvania's educational program. It will save children from educational disadvantages suffered at the hands of a bankrupt, or an indifferent school district. It tends to decentralize many powers, now centered in the Department of Public Instruction, to County Officials, who are closer to the local communities and more likely to understand actual local needs and conditions. The County Board of School Directors, as provided in the Law, serves as a relay agent through which many direct services are rendered to the local districts.

NATIONAL TREND TOWARD MERGING

The movement towards consolidation, the popularity of which is evident from nearly 900 voluntary mergers that have taken place in Pennsylvania during the past decade or more, will be stimulated and encouraged by the provisions of this Law. It also brings Pennsylvania more nearly in line with the nation-wide movement to improve educational service through the development of larger attendance areas. Many states have already gone far beyond the proposals of this Law.

First Steps For New County Boards of School Directors Outlined

Department of Public Instruction Aids Local Officials in Organizing Under New Plan

Act No. 157 of the present Session of the Legislature, signed by Governor Earle, May 13, 1937 (commonly known as the Ruth-Brownfield Bill), became effective on July 1, 1937. Copies of the Act have been sent to County Superintendents, and other school officials, that they might give consideration to some of the most important provisions of the Act.

NEW BOARDS

One of the most important provisions is that the first executive committee of the County Directors' Association chosen after July 1, 1937, will constitute a County Board of School Directors. This Board will have many important duties to perform, and for that reason it is highly advisable that the best equipped members of the County School Directors' Association should be chosen for the personnel of the first County Board. A meeting of the present executive committee for the purpose of discussing in detail the provisions of the new Law may be advisable. The planning that the directors will be asked to assist in regarding the future program of school administration for the county could be considered at such meeting. A consideration of such questions as revision of transportation routes and the mergers of districts which are contemplated by the Act, would be in order at the earliest possible date.

NO-TEACHER DISTRICTS WILL MERGE

The Act requires that all districts having no teachers for the school year 1936-37 shall be merged with other districts, and all the lands, property or equipment owned by any

(Continued on page 8, column 1)

TEACHERS REMOVABLE FOR LEGAL CAUSE ONLY, ATTORNEY GENERAL RULES

Blanket Dismissals After April 6 Ineffectual Under New Tenure Law

Attorney General Charles J. Margiotti in a formal opinion addressed to Dr. Lester K. Ade, Superintendent of Public Instruction, ruled that teachers given notice of dismissal less than sixty days prior to the enactment of the teacher tenure act on April 6, 1937, were not legally discharged.

The opinion was requested by the Superintendent of Public Instruction, to clear up the status of several hundred teachers who were given sixty days' notice of the termination of their contracts prior to April 6.

The ruling of Attorney General Margiotti is as follows:

Honorable Lester K. Ade:

You request to be advised as to the effect of Section 6 of the Act of Assembly, No. 52, approved April 6, 1937, which amends certain sections of the School Law appertaining to the contract of employment between the school district and the teacher. The particular question involved is the effect of the amendment on notice of termination of contract in effect on the date of the enactment of the Act. Section 1205 of the Law, previous to amendment, provided that a teacher's contract could be terminated by the board by official written notice presented to the teacher sixty days before the close of the school term.

Section 6 provides as follows:

> "No contract *in effect* at the enactment of this Act shall be terminated except in accordance with the provisions of this Act."

This question requires a consideration of Section 1205 of the School Law as it existed prior to the 1937 amendment, which provides, in part, as follows:

> " . . . . . that this contract continue in force year after year, . . . unless terminated by the . . . Board of School Directors by official written notice presented to the teacher sixty days before the close of the school term.' "

This opinion does not in any way involve the dismissal of a teacher for cause during the term, as authorized by the Act, but does cover the termination of the contract at the close of the school term.

Under the decision of POTTS v. PENN TOWNSHIP SCHOOL DISTRICT, 20 West. Law Journal 163, in which the court quoted DE VERE FORD v. KENDALL BOROUGH SCHOOL DISTRICT, 121 Pa. 543, it was held:

> " . . . a school district is but an agent of the Commonwealth, and as such a quasi-corporation for the sole purpose of administering the Commonwealth's system of public education; . . . "

(Continued on page 12, column 3)

ADMINISTRATION AND FINANCE—Concluded

MODERN TRENDS IN SCHOOL BUILDING PROGRAM

Flexibility Vital in Developing Up-to-Date Plants

DR. HUBERT C. EICHER
Chief Division of School Plants

Increased enrolments constitute only one factor affecting the construction of school buildings. The increased complexities of social life; the newer developments in vocational fields; and the demand for socially competent citizens with a world-wide viewpoint have necessitated the expansion of the program of instruction. This expansion has developed in two directions: first, to include all age levels from nursery child to parent; and second, to include all interests from reading to aviation. These factors largely account for changing trends in the development of instructional programs, which in turn give rise to new trends in the construction of school plants.

Among the most notable of these trends are the following:

1. More and better school surveys with the cooperation of local school officials, the Department of Public Instruction, architects and engineers.
2. The enlargement of the function of the secondary school, accompanied by the necessity for fewer formal class rooms and for more special rooms, such as laboratories, libraries and shops.
3. The use of public schools during "idle hours" by the adults of the community.
4. Increasing facilities for recreational activities, such as drama, forums, music, and group expression.
5. Provision for more clinics—physiological, sociological, neurological, and dental.
6. A type of construction adapted to the highest degree of flexibility for a dynamic program of learning.
7. Class rooms adapted to multiple use.
8. The displacement of fixed furniture with movable equipment including supply cabinets, exhibition cases, tables, desks, and chairs.
9. The construction of non-bearing walls to permit change in size and character of rooms.
10. More ample gymnasium space with two gymnasiums for school enrolments of 1,000 and four with school enrolments above 2,000.
11. The abandonment of the practice of building gymnasiums combined with other units unrelated in function.
12. Auditoriums more specifically adapted to educational purposes, especially those pertaining to leisure activities.
13. The development of school plants specifically adapted to accommodate consolidated school requirements.
14. Increasing attention to a happy combination of beauty and utility.
15. Greater flexibility in both regular and special class rooms.

As to one-room schools there are still 138,542 in operation. The total number of school buildings in the Nation is 242,929.

Good Attendance Vital To Education of Pupils

Systematic Child Accounting Encourages Regularity

DR. DONALD P. DAVIS
Chief Division Child Accounting and Research

School attendance still remains a vital problem in the administration of public schools. It is essential that children be in regular attendance at school in order to profit most from their educational opportunities. Information on a state-wide basis and the interpretation of such information is of value to school districts not only in the administration of the schools, but in raising the standards of attendance for the children and youth of the Commonwealth.

A summary of attendance data submitted by the various schools in the State, covering attendance during the present school year leads to the following conclusions:

1. The most extreme cases of low attendance are found in small districts employing few teachers without provision for local supervision.
2. There is need for complete reporting of first and second offense cases, of absence — those absent more than three days for reasons other than illness, death in the family, quarantine, impassable roads, or inclement weather—particularly pertinent in fourth class school districts.
3. A more strict enforcement of the compulsory school attendance law is needed on the part of school officials to whom first and second offense cases are reported for action.

This summary comprises over 10,000 attendance reports, including 176 from schools under the supervision of district superintendents, 763 reports from principals, and 10,000 classroom teachers. The percentages of attendance in the various schools of the State range from 100 per cent to 66 per cent.

Following is the distribution of per cent of attendance in more than 10,000 classrooms of the public schools for the current school year:

No. Classrooms	*Percentage Attendance*
131	100
1,376	99
2,017	98
1,824	97
1,323	96
966	95
643	94
484	93
327	92
233	91
214	90
107	89
98	88
74	87
59	86
55	85
45	84
29	83
26	82
12	81
24	80
13	79
6	77
7	76
3	75
2	74
8	73
0	72
2	70
1	69
0	68
2	67
1	66

Keeping In Touch With The Public Schools

Educators To Benefit From New Series of Publications

The Department of Public Instruction has initiated a new research service in education designed to disseminate authentic data and information to school men and lay-leaders in the Commonwealth. The service, which is being initiated and conducted by the Division of Child Accounting and Research under the slogan "Keeping in Touch with the Public Schools," comprises three forms.

CIRCULARS

The first of these is a series of mimeographed circulars eight and one-half by eleven inches in size, containing from eight to sixteen pages each, and issued monthly. This form of new research service will publicize current figures and trends as they develop during the year. The first two numbers of this series have already gone forward; the one dealing with pupil attendance in the schools of the State, and the other with the salaries of teachers.

BULLETINS

The second type of research service consists of a series of bulletins six by nine inches in size, composed of sixteen to forty pages, and issued quarterly. These bulletins will publicize the larger phases of the educational program, including such major topics as financing education, school legislation, salary schedules, attendance data over a period of years, and similar themes relating to the administration of education.

SUMMARIES OF STUDIES

The most extensive member of this family of research services is the third, which is entitled, **summaries of studies.** These publications, issued at the rate of about one a year, will be the most comprehensive in the series, and will consist of summaries of major studies made by university students, professors, and other professional workers in cooperation with the Department of Public Instruction. These will be issued in publications six by nine inches in size, ranging from forty to one hundred pages in volume, and will incorporate only such surveys and research studies as are of state-wide interest and importance.

In some instances one of these summaries may contain as many as six studies, briefly discussed with regard to their respective educational implications. These research publications will be available not only to educational leaders but to any others interested in promoting the most progressive and efficient system of public education possible for the Commonwealth.

EXECUTIVE OFFICE—Concluded

SCHOOLS RECEIVE FUNDS

State Department Sends Regular and Special Appropriations to Districts

Appropriations amounting to over $6,000,000 have been allocated to school districts. Payments of State appropriation due first class school districts last month amounted to $1,162,293.65. Checks were mailed to fourth class school districts representing sixty-four per cent of the State appropriation due such districts as of February 1937, the total of such checks being $4,361,525.

The following statement indicates the present status of the Department's administration of the fund provided for the use of the Superintendent of Public Instruction in assisting financially distressed school districts. This report covers the first nine months of the present school year.

Districts applying for aid...	292
Districts granted aid.....	179
Districts refused aid.....	28
Cases pending	86
Amount allocated	$1,140,594.94

A communication has been sent out to each school district of the State which has not submitted a report of employment certificates issued during the latter half of 1936. As the provision of the law relative to the issuing of farm and domestic permits is being abused in many school districts, an effort is being made to secure a complete record of the situation in all school districts.

FIRST STEPS FOR NEW COUNTY BOARDS OF SCHOOL DIRECTORS OUTLINED

(Concluded from page 6, column 2)

such district shall be distributed as the Court of Common Pleas of the County shall determine. The petitions for such mergers are to be prepared by the new County Boards in accordance with standards and regulations set up by the State Council of Education.

TEN-TEACHER DISTRICTS TO VOTE

In a like manner, all districts having ten teachers or fewer shall vote upon mergers at the municipal election of the year 1939. Ninety days previous to such election, the Court of Common Pleas shall have determined upon petition of the County Board of School Directors the district with which such district shall merge, as provided for in districts having no teachers. The question to be submitted to the electors shall be framed by the Court and certified to the County Commissioners for submission to the electors.

COUNTY SUPERINTENDENTS MEET

For the purpose of assisting County Superintendents in the initiation of the work in the counties incident to the Ruth-Brownfield Act, a meeting of County Superintendents was held in the Education Building, June 11, 1937. Assistant County Superintendents were also invited to attend the meeting.

A FORWARD STEP

This Law is a distinct step forward toward a more efficient administration of schools under the jurisdiction of County Superintendents. The success of its administration will depend largely upon the manner in which all cooperate in the best interests of the new program. This Department holds itself in readiness to help in every way possible.

DR. JOSEPH F. NOONAN

(Concluded from page 5, column 3)

Doctor Noonan acquired his education in a thorough and consistent manner, rising through six levels of preparation. He attended the public schools at Newtown in Bucks County for his elementary education, and the secondary schools at Branchdale, Schuylkill County, for his academic preparation. From 1906-1909, he pursued studies in education in the Normal School at Millersville. During the following three years he was enrolled in the Philosophical Department at Muhlenberg College, Allentown, from which he graduated in 1923 with the Bachelor of Philosophy Degree. The following two years he spent at New York University in the graduate school, completing the work leading to the Doctor of Philosophy Degree, which was awarded him in 1926.

From 1909-1914 Doctor Noonan served as teacher and principal in the secondary schools of Branchdale, Schuylkill County; Duncannon, Perry County; and Rahway, New Jersey. From 1914-1921, he occupied the position of Superintendent of the Mahanoy Township Schools in Schuylkill County; and in 1935 accepted the position as Superintendent of the Mahanoy City Schools, in which position he served until his recent election as President of the State Teachers College at Mansfield.

DR. PAUL G. CHANDLER

The Board of Trustees of the State Teachers College at Clarion has elected Dr. Paul G. Chandler as the President to succeed Dr. G. C. L. Riemer. The new incumbent has been serving as instructor in the State Teachers College at Millersville since 1927.

The record of Doctor Chandler's professional preparation comprises four years at the Vanderbilt Preparatory School, and five years at the West State Normal School in Kentucky. He attained his Bachelor of Arts Degree in 1914 at the Wesleyan College, Kentucky; his Master of Arts Degree in 1920 at Columbia University, and his Doctor of Philosophy Degree in 1927 at Columbia.

Doctor Chandler has taught and traveled in more than thirty states of the Nation. He has carried on research studies in six State Teachers Colleges and visited schools not only throughout America but in Canada as well.

His early professional service was given in the State of Kentucky, where he was an instructor in the elementary field in Todd County and Horse Cave. He was also Principal of Schools at Columbia, Kentucky for three years. In 1920 he accepted the position as Head of the Department of Education in the State Teachers College at Kent, Ohio. Seven years later he was elected an instructor in the State Teachers College at Millersville, where he served until his recent election to the Presidency of the State Teachers College at Clarion.

RAYMOND E. CULBERTSON

Succeeding Charles D. Carey as York County Vocational Agriculture Supervisor is Raymond E. Culbertson, of York. Mr. Culbertson was born in Spring Run, Franklin County, and attended the elementary schools of West Manchester Township. His college preparatory work was taken in the York Secondary School and the York County Academy, where he pursued work in the vocational and scientific department. In 1918, he entered Pennsylvania State College, engaging in agricultural studies and receiving the Bachelor of Science Degree in 1929. The same year he entered the Graduate School of the University of Kentucky in Lexington, and after completing two years work, received the Master of Science Degree. Since then he has attended several summer sessions at Pennsylvania State College in order to take advanced work in the biological sciences, genetics, agriculture, and horticulture.

Teaching agriculture in the Vocational Secondary School in Lampeter, in Lancaster County, marked the beginning of his professional service. His next position was that of Director of Agriculture in the Glassboro Secondary School in Glassboro, New Jersey. In 1927, he was employed by the Crop Protectors Institute, a division of the National Research Council in Washington, D. C. Mr. Culbertson has taught also for a time at Rutgers College and the University of Kentucky, in connection with his work with the Research Council.

WALTER M. ARNOLD

The newly elected Superintendent of the Thaddeus Stevens Industrial School is Walter M. Arnold of Lancaster. Mr. Arnold is a graduate of the Vocational Industrial Department of the Liberty Secondary School in Bethlehem. He served four years as an apprentice machinist in that school, and two years as a journeyman machinist in the electrical division of the Bethlehem Steel Corporation. In 1926 he enrolled at Pennsylvania State College and graduated with the Bachelor of Science Degree from the Vocational Industrial Department of that Institution in 1929. During four subsequent summers he pursued advanced studies in the Supervision and Administration of Vocational Industrial Education at Pennsylvania State College, and in 1935 was granted the Master of Education Degree.

Mr. Arnold's professional experience comprises a variety of services in the field of industrial education. For eight years he was instructor in the Industrial Education Department of the Boys' Secondary School in Lancaster. He has taught not only vocational subjects such as machine shop, electrical and auto-mechanics, trade theory, and applied mechanics, but also such foundational work as English, economics, history, and practical mathematics. He has been interested and actively engaged in vocational industrial work since 1919, and comes to his new position with a varied and rich experience in the work he is undertaking.

WILLIAM L. SANSOM PASSES

William L. Sansom, who served the Department of Public Instruction as Assistant Director in charge of the State Library during the past two years, passed away at his home in Clarion, Pennsylvania, April 21, 1937. Mr. Sansom was born May 5, 1854, in McConnellsburg, Fulton County, and received his early education in the public schools of Indiana. Since 1890 he was publisher and editor of a newspaper in Clarion.

INSTRUCTION

DR. PAUL L. CRESSMAN
Director Bureau of Instruction

Community Life Provides Vital Materials For Classroom Instruction

Aspects of Living Studied by Pupils

The activities of the public school are inseparable from the activities of the community in which the school exists. The wide-awake school takes its clues from the needs and conditions of contemporary life, and adapts its program to meet existing conditions.

COMMUNITY ACTIVITIES

Pupils in any community of this Commonwealth by looking about observe that people, young and old, are busily engaged in such social activities as earning a living, making a home, and improving material conditions of their environment. They also note with common interest that the citizens of their communities are working together for social and civic happiness and welfare, protecting their common health and their individual lives, engaging in recreation, improving their education, and expressing their impulses for beauty, and their devotion to a Supreme Being. These are the everyday activities of life, and schools which are engaged in preparing children and youth for living, take note of these occupations and formulate a curriculum of learning activities designed to prepare the young to participate in these social activities in an effective manner.

SCHOOL ACTIVITIES

Hence the public schools endeavor to maintain the physical, mental and emotional health of the school population. They assist the pupils in learning such skills and abilities as will enable them to earn a living. They strive to teach the responsibilities of good citizenship in the home, the Commonwealth, the Nation, and among all nations of the world. Many of the school activities aim at developing in the young the power necessary for them to utilize and control their natural environment in meeting their individual and social needs.

Another vital function which the school serves is the development of abilities to receive and express ideas in social relations so that each child may not only receive the benefit of another's ideas, but contribute his share of ideas for the benefit of others.

HERITAGE OF AGES

In the list of the functions of the school with relation to community living, is the acquiring, transmitting and adapting to modern use the past experiences of humanity. This vast heritage constitutes those laws and principles of life which have been tried and proved by the long experience of past generations, and shall therefore provide indispensable guides to the efficient living of the present generation.

Nation-wide statistics show that more than half of all students who enter secondary school become school graduates — approximately 1,000,000 a year graduate.

New Type Pupil Progress Reports

Written Statements Replacing Report Cards in Posting Parents of Children's School Work

MARGARET P. DURKIN
Advisor Division of Elementary Education

The school of today is endeavoring to educate the pupils not only in intellectual attainments, but in their physical development, social attitudes, moral sense, civic relations, and vocational adaptabilities. In order to describe the pupils' growth in these vital phases of education, many schools throughout Pennsylvania are supplementing the traditional report cards with letters or statements to parents, giving a fuller account of the students' school work and activities.

The business of preparing children and youth for happy, successful living in contemporary society, involves considerably more than good scholarship. Growth of personality, character, and general social adaptability are essential factors in the life of an individual today. These qualities are not always correlated with the learners' scholarship. They must therefore be appraised separately, and reported in addition to the regular grades.

The letters which accompany the periodic reports, give parents an estimate of the child's progress with respect to such qualities as power to learn and think independently, ability to complete tasks undertaken, participation in group activities, consideration for the rights of others, the use of materials and equipment, courtesy and friendliness, attitudes on the playground, effort and pride in work, use of time, and interest in general school activities.

Educational Radio Script Exchange

Public Schools and Colleges Benefit From Unique Service

A new type of supplementary service for public education has been recently developed in the form of an educational radio script exchange. For years the public schools have enjoyed the use of library books from central sources, plays suited for school purposes, collection of slides, and various films for visual education. This new service, designed to promote better educational radio programs throughout the country, consists of a library of radio scripts which are being made available for local groups interested in the preparation of programs for educational purposes.

The service, a Federal Radio Project, which is sponsored by the United States Office of Education, is nation-wide in scope and consists at present of a catalog of more than 600 educational scripts designed for use by secondary schools, colleges and universities, broadcasting stations, C. C. C. camps, and civic organizations that are interested in educational broadcasting.

This new educational service has already prepared radio scripts on history, geography, music appreciation, biology, and natural science. Many other subjects are being studied and compiled and will be available in the future.

In view of the fact that the radio has been proved to be an effective device in classroom instruction, superintendents, principals, teachers, and others engaged in public education, are eager to make use of the new radio script exchange in the further development of radio programs to supplement educational activities in the classroom.

Plan Forward Steps In Classroom Instruction

Homemaking, Music, Agriculture, and Trades Classes to Benefit From Innovations

The Department of Public Instruction has under way several programs which look toward better classroom service in the schools of the State. The Division of Home Economics Education has been devoting time to the study of the type of program which will develop household service occupations. It is expected that, because of the money made available by the George-Deen Act, the preparation of women for vocations will be in the direction of household service occupations.

A course in Social Living to be used in the twelfth grade by boys and girls who do not expect to attend college is in process of preparation. It attempts to familiarize boys and girls of that grade with a number of the personal problems which they are facing and which they will need to consider upon graduation. Such topics as buying problems, personality adjustment, and personal finance problems will be included in this course.

Attention is also being given to the completion of a bulletin on home economics.

"What Becomes of the Trade School Graduate" is the title of a study being made by the Department of Public Instruction for the United States Office of Education. This study includes data reported from the schools in the North Atlantic region for the year 1935-1936. The data reveals the number of trade school graduates, the number of graduates obtaining employment in the trades for which they were trained, the approximate weekly earning salary, the placement percentage for the various trades, and a comparison with certain previous studies.

In the field of Music Education, the Department has been cooperating with county superintendents of schools in developing county music festivals. The purpose of these festivals is to awaken the enthusiasm for music, and to develop an interest in the program of music in the public schools.

Almost a score of new departments of vocational agriculture will be approved for opening on September 1, 1937. Sixty-three districts have indicated an interest in beginning this type of education, and it is expected that many of them, before the opening of the next school year, will inaugurate a vocational agriculture program in their schools.

INSTRUCTION—Continued

SECONDARY SCHOOL STANDARDS

200 Institutions Cooperate in Constructive Study

H. FRANK HARE
Chief Division of Secondary Education

Two hundred representative secondary schools in the United States are cooperating this year in the field work of the Cooperative Study of Secondary School Standards. These schools have been carefully selected on nomination of representatives of the six regional associations of colleges and secondary schools which are sponsoring the Study—the New England, Middle States. Southern, North Central, Northwest, and Western Associations. They have been so chosen geographically that every state is represented. They include schools of all sizes, from one of less than fifty pupils to one with an enrolment of over ten thousand. Included in the group are public and private secondary schools, accredited and non-accredited, conservative and progressive, rural and urban, three-year, four-year, and six-year types, boarding and day schools, and schools for Negroes and Indians.

The most important work of the Cooperative Study this year is the visiting of these two hundred schools by committees of experienced educators who will carefully study and evaluate them. This will be done in accordance with the tentative criteria for evaluation and stimulation of secondary schools which were developed last year by the Study in collaboration with several hundred educators in all parts of the country. Four committees began field work the latter part of last September and will be at work continuously until May visiting these two hundred schools.

A Pennsylvania educator will be added to the Committee for the study of the schools in this State. He will be a representative of the Department of Public Instruction.

In addition to the visiting program, a designated group of the cooperating committee traveled over 25,000 miles visiting the selected schools to administer psychological contents, and social attitude tests to more than twenty thousand secondary school juniors. These tests will be scored, summarized and interpreted by the reviewing committee this year.

The Study, financed by the six regional associations and by a generous grant from one of the national educational foundations is planned to continue until the summer of 1938. The current year will be devoted largely to field work in the two hundred cooperating secondary schools, while the year 1937-38 will be concerned with the analysis and evaluation of the experimental data, followed by the preparation of recommended practices for consideration and adaptation to the needs of the several regional associations in their respective areas, and the formulation of a final report.

VOCATIONAL EDUCATION ATTRACTS MANY

Enrolments Rise in Agriculture, in Home Economics, and in Trade Schools

During the past score of years vocational education in Pennsylvania has attracted an increasing number of pupils who desire to prepare for careers in agriculture, homemaking and trades. The total enrolment in these fields of study in the public schools has risen from approximately 10,000 at the close of the World War to more than 50,000 last year. The rise in attendance in vocational classes has been consistent, for the enrolment has increased appreciably every year except one, during that period.

Viewing these increases in enrolments under separate vocational interests, it is observed that attendance in agriculture courses during the twenty year period mounted from 900 to 9,000; home economic enrolments rose from 5,000 to more than 15,000; and attendance in vocational classes climbed from approximately 7,000 to over 30,000.

With the aid of new Federal funds for vocational education, new areas are being developed, especially in business education and the distribution occupations. This will doubtless result in further increase in enrolments in vocational departments in our public schools.

Prospective Teachers Guarded Against Tuberculosis

State Educational Institutions Provide X-ray Examinations For Professional Candidates

DR. HENRY KLONOWER
Director Teacher Education and Certification

Students preparing for the teaching service in Pennsylvania are being given tests for tuberculosis and are having X-ray pictures of their chests as part of the health education program urged by the Department of Public Instruction in all teacher education institutions.

In cooperation with the State Department of Health in Harrisburg, students enrolled in the State Teachers College have received information from specialists in the Department of Health concerning the prevention of tuberculosis, its causes and cures. At the conclusion of the lectures, practical demonstration of the use of mobile units for taking X-ray pictures of chests are made.

More than a thousand prospective teachers have been tested thus far. The testing has been confined to freshman and senior classes in the institutions. A program is now being developed between the Division of Teacher Education and Certification of the Department of Public Instruction and the Health Department, for a similar demonstration in certain selected Summer Schools where large numbers of teachers will enroll during the coming Summer Session.

SPECIAL EDUCATION FOR HANDICAPPED PUPILS

Schools Provide Suitable Learning Opportunities For Exceptional Children

DR. ROBERT G. BERNREUTER
Chief Division of Special Education

Approximately one hundred cities and communities in Pennsylvania are providing special programs of instruction to meet the unusual needs of children who are physically and mentally handicapped and unable to profit by the regular school program. Twelve other communities are at work outlining a program for pupils in their several school districts and a number of others are studying conditions relative to handicapped children, with a view to setting up a special education program.

An Obligation of the Commonwealth

On the principle that public education opportunities should be provided for all the children and youth of the Commonwealth, the school laws of Pennsylvania require county and district superintendents of schools to submit to the Board of Education plans for establishing and maintaining special classes for the proper education of children from six to sixteen years of age who are not being properly educated because of exceptional physical and mental conditions. Unless approved provision for the education of such children is made by the parents or guardians, the board of school directors is required to provide proper education either by establishing special classes in the district or providing for the teaching of these children in special institutions, or in their homes. Ordinarily it is not feasible to provide a special class in the public schools for fewer than ten pupils.

Special Classes in Larger Districts

In the larger districts—those having a school population of a thousand pupils or more, there is usually a large enough number of exceptional children to justify the establishment of more than one special class. In these cases, it is desirable that one class be provided for children who are mentally retarded and a separate class for those who are handicapped by speech defects.

In the largest school districts of the Commonwealth, the special classes for handicapped children may advantageously be organized into a greater number of separate divisions. Separate classes might be provided for partially sighted children, for crippled pupils, for those who are highly gifted intellectually, for the hard of hearing, and for children of lowered vitality.

Special Equipment Required

The special education program for handicapped pupils requires not only a special type of instruction and learning, but also special physical facilities. The classroom furniture must be unusually adjustable to accommodate the unusual physical conditions of some of the children. Textbooks for partially sighted pupils must be characterized by types much above standard size.

(Continued on page 11, column 1)

INSTRUCTION—Continued

SPECIAL EDUCATION FOR HANDICAPPED PUPILS

(Concluded from page 10, column 3)
Pencils, crayons, blackboards, and other apparatus used by these children must be such as to facilitate as far as possible the learning activities of the children.

A considerable amount of the work in the special classes must obviously be of a manual nature. Accordingly there should be ample provision for work benches, tools and materials in order that these children may work with their hands in making objects of practical use. The general lighting of the room, the color of the walls, the type of floor covering, and other decorations, likewise play a vital part in making these handicapped children comfortable and in maintaining a high morale.

Nurses, Physicians and Psychologists Indispensable

The services of nurses, physicians and psychologists especially prepared to serve this part of the school population are indispensable, not only for the selection of pupils for these special classes, but in making recommendations for the type of instruction best suited to their particular needs. The employment of certified psychological examiners, or school phychologists, to select the pupils and supervise the learning for these special classes is provided for in the School Laws of Pennsylvania. In some cases where the full-time service of one of these specially prepared educators is not needed, two or more districts may join together in engaging this type of service.

Districts Aided by State Funds

School districts under the provision of the school laws are aided by State funds in the cost of establishing and operating special classes for these handicapped children. Such reimbursement is paid in every case only where the classes in special education are approved by the State Council of Education as to location, constitution and size of classes, conditions of admission and discharge of pupils, equipment, courses of study, methods of instruction, and qualifications of teachers.

Some of the school districts of Pennsylvania have found that the average cost of the teachers' salary per pupil is less in the special classes than in regular classes. The extra reimbursement in first, second and third class districts amounts to $300 a year for each teacher. The school law, however, imposes the restriction that no more than eighty per cent of any teacher's salary may be paid by the Commonwealth.

A Guide to Government
United States Manual Describes Federal Functions

Replete with Charts

The United States Government Manual, a simplified textbook designed to inform every citizen of the organization and service of various Federal Government agencies has been recently compiled and is now available to individuals, organizations and institutions having use for such a publication. The new volume, loose-leaf in form with pages six by nine inches in size, contains more than 500 pages of text, besides introductory material, charts, a table of contents, an appendix, and an extensive index.

MATERIALS OF INSTRUCTION

Some Curricula in Current Use in States and Districts

ALAN O. DECH
Chief Division of Curriculum Construction

In many districts, cities, counties, and states throughout the Nation are systematic programs of instruction that have been developed for the most part by the cooperative efforts of individuals, committees and groups responsible for the curricula of particular areas. These organized materials of learning or curricula comprise: A. General; B. Agriculture; C. Art; D. Commercial Activities; E. English; F. Guidance; G. Health and Physical Education; H. Home Economics; I. Industrial Arts; J. Kindergarten; K. Language; L. Library; M. Mathematics; N. Music; O. Science; and P. Social Studies.

Representative among those dealing with *General Curricula*, the first in this series, are the following:

A. GENERAL CURRICULA

Place	Title	Grades	Date
Arkansas State	Tentative Units for High School Level in Social Science, English, Home Economics and Natural Science	7-12	1935
California State	Teachers' Guide to Child Development	K-3	1933
Colorado State	Course of Study for Elementary Schools	1-6	1936
Florida State	Course of Study for Florida High Schools	7-12	1934
Houston, Texas	Integrated Curriculum Units	1	1933
Lakewood, Ohio	A Tentative Course of Study for Junior High Schools	8	1934
Michigan State	Instructional Guide for Elementary Schools	1-6	1936
Minnesota State	Curriculum for Elementary Schools	1-8	1928
Montana State	Course of Study for Junior High Schools	7-9	1934
North Carolina State	A Study in Curriculum Problems	1-9	1935
Pasadena, Calif.	Suggestions to Teachers in Guiding Pupil Experiences	1-6	1936
Virginia State	Tentative Course of Study for Virginia Elementary Schools	1-7	1934
Virginia State	Tentative Materials of Instruction for the Core Curriculum of Virginia Secondary Schools	8	1934
Virginia State	Tentative Materials of Instruction for the Core Curriculum of Virginia Secondary Schools	9	1936
Virginia State	Tentative Course of Study for the Core Curriculum of Secondary Schools	9-12	1935
Wilmington, Del.	Cooperative Curriculum Revision	7-9	1933
Wilmington, Del.	Cooperative Curriculum Revision	9-12	1933

Horace Mann
Calendar of Centennial Events

The Committee on the Horace Mann Centennial recommends that—

1. During American Education Week in November, 1937, the Centennial be brought to a climax in a nationwide effort to bring the ideals of Horace Mann before the people of the country.
2. Through newspapers, magazines, and over the radio, information concerning the life of Horace Mann be disseminated throughout the country during the Centennial year.
3. Parent-teacher associations throughout the country be requested to devote at least one meeting during 1937 to a study of the life and educational ideals of Horace Mann.
4. Civic and professional groups give appropriate recognition at their meetings to the pioneer service of Horace Mann.
5. Each state education association make plans for the celebration in its state, including the publication of suitable material and special addresses at the 1937 conventions.
6. The life of Horace Mann be given particular attention in each teachers' college and school of education throughout the country during 1937 in recognition of his work in establishing the first normal schools.

AMERICAN EDUCATION WEEK

(Continued from page 2, column 1)
ness, and where his mind and soul are saturated in goodwill or ill-will as may be the case in the home into which he has been brought.

His peace education continues when the child starts to school. Most education for peace or against it is not recognized as such. If the child has a teacher who dominates him by force instead of guiding him into the paths of self-reliance and respect for others; if he goes to a school system where the teacher in turn is dominated by an autocratic administration; if, in short, his school does not help him to develop the qualities of tolerance, understanding and goodwill among his childhood playmates, he is likely to develop into an adult citizen without even community goodwill, much less world-wide sympathies.

The child who is reared in an unfriendly home, nurtured further by an unsympathetic school, and often without religious instruction, is likely to be concerned with his own selfish interests throughout life, the attitude into which his early training led him.

Most ministers will be glad to discuss the problem of world peace on this day and to devote some portion of their sermon to the part that education in the home, school and church has to play in the development for peace.

THINGS TO DO

(1) Suggest that your minister devote his sermon for November 7 to the topic for American Education Week Sunday, "Can

(Continued on page 12, column 3)

INSTRUCTION—Concluded

FIFTEENTH REGIONAL CONFERENCE

Education of Exceptional Children Theme of Meeting Involving Eight Counties

EDNA M. KUGLER
Advisor Division of Special Education

The Department of Public Instruction in cooperation with local school authorities sponsored the Fifteenth Regional Conference on the Education of Exceptional Children which this year was held in Lansdale. The purpose of the Conference was to bring together teachers, supervisors, superintendents, patrons, and others interested in the education of mentally handicapped children. Present were interested citizens, members of school boards, medical inspectors, school nurses, elementary supervisors, and county and district superintendents, in addition to the special class teachers in the area served by this Conference.

School officials of districts where special classes have not been established, but where the school population warrants it, and of school districts contemplating the organization of a class for the mentally backward had prospective special class teachers or other interested representatives in attendance.

The particular aims of the Conference were: to bring the special class teachers of this section into closer personal contact in order that they may discuss mutual problems and exchange ideas, to demonstrate special class teaching methods, to familiarize superintendents, school officials, and teachers with special class standards, and to show the value, as well as the necessity, of special classes for the mentally handicapped. At the morning session the special class teacher of Lansdale and the pupils of her class, demonstrated the various phases of instruction by the development of a project on the circus. The demonstration depicted the relative values of hand activities, health education, and the learning of reading and writing in educating mentally handicapped children.

At the end of the afternoon session, there was an open discussion of the provisions for special education as set forth in the School Laws of Pennsylvania.

The area covered by the Conference included the counties of Berks, Bucks, Chester, Delaware, Montgomery, Lancaster, Lebanon, and Schuylkill.

Cooperating in planning the Conference were Dr. Robert G. Bernreuter, Chief Special Education, Miss Edna M. Kugler, Adviser of Special Education in the Department of Public Instruction; Mr. Ralph R. Smith, Superintendent of Schools; and Miss Joyce Heald, Special Class Teacher of Lansdale.

SCHOOL BOYS SAVE ON SEED COSTS

The five Future Farmer Chapters of Lancaster County composed of 173 members purchased this year over 11,000 pounds of seed. The catalog price of the seed purchased was $1,482. By buying this seed in wholesale quantities they were able to obtain the same for $1,099, thereby saving almost $400.00 for the farmers in their respective communities.

KINDERGARTEN ANNIVERSARY

First School for Tots Opened 100 Years Ago

DR. CECILIA U. STUART
Chief Division of Elementary Education

1937 marks the one hundredth anniversary of the world's first kindergarten, which was established in Blankenburg, Germany, by a schoolmaster named Frederick W. Froebel. The program for the anniversary includes local and nation-wide celebrations which emphasize the stories of how the education of young children started abroad and developed in this country.

Froebel, who lived from 1782 to 1852, had considerable difficulty in his early schooling and in later life became strongly disposed to make the early years of others more pleasant than were his own. He felt that "young plants needed to be nurtured carefully." Out of this motive grew his little class of children which he supervised in a systematic manner in the garden of his private academy. This familiar institution derived its name *kindergarten* from the fact that the first organization of the kind was conducted in Froebel's garden in 1837.

A score of years later, in Watertown, Wisconsin, the first kindergarten in the United States was begun by Mrs. Carl Schurz, the wife of a German immigrant who later became Minister to Spain in Lincoln's administration, Secretary of the Interior in Hayes' administration, and the first German-born citizen to become a Senator. Mrs. Phoebe Hearst not only established a kindergarten for the children in her community at Lead, South Dakota, but gave considerable financial support to the Parent - Teachers' Association movement primarily in the interest of promoting kindergartens throughout America.

For thirty-six years after the first kindergarten was established in Germany, these schools for little children were supported mainly by generous patrons. In 1873, however, the city of St. Louis initiated a kindergarten program as an experiment. During the last quarter of the nineteenth century, under the administration of William T. Harris as United States Commissioner of Education, more than 400 school districts in America started these classes. At present, approximately 750,000 children are enrolled in kindergartens, and the movement is on the upgrade. It is estimated that today kindergarten schools are available to almost a third of the five-year-olds in the United States.

NATIONAL F. F. A. LEADERS CONFER

Six states were represented at the spring conferences of the Board of Trustees, Future Farmers of America, held in Washington, D. C., the second week in May.

The Future Farmers of America is composed of 122,000 members representing more than 4,600 local chapters in the forty-eight states, Hawaii and Puerto Rico. Its purpose is to create among boys in secondary school vocational agriculture departments a greater interest in farming, to foster in them a love of country life, to instill in them habits of thrift, to give them experience in cooperative and leadership activities, and to promote scholarship.

TEACHERS REMOVABLE FOR LEGAL CAUSE ONLY

(Concluded from page 6, column 3)

Accordingly when the Legislature, by statute, changed the procedure for the dismissal of a teacher, such change can be compared to a change in the instructions and authority by a principal to an agent, which changes his method of doing business.

The Legislature, by amendment of April 6, 1937, provided that the only valid causes for termination of a contract shall be such causes as are set forth in the amendment. The law, as amended, is deleted of the sixty day notice required to terminate a contract. The effect of such deletion is that all contracts shall continue in force year after year, but with the right of the Board of School Directors to terminate such contract for cause by official written notice presented to the professional employe. The amendment itself gives the various grounds upon which such termination shall be made.

As to the intent of the amendment, it is the general rule of interpretation that the intention of the Legislature is invariably to be accepted and carried into effect. If it admits of more than one construction, the true meaning is to be sought, first of all, in the statute itself as applied to the subject matter to which it relates, from the context viewed by such light as its history may throw upon it, and construed with the help of certain general principles, and under the influence of certain presumptions as to what the Legislature does or does not generally intend. ENDLICH ON THE INTERPRETATION OF STATUTES, page 92.

The undoubted intent of the Legislature in enacting the amendment was to make a teacher's tenure of employment stable. We know of nothing in the discussion of this amendment before the Legislature which would nullify this interpretation of this amendment, and the same is certainly in keeping with the spirit of the amendment.

We therefore advise you that in all cases where a contract with a professional employe, as defined in the amendment of April 6, 1937, is in effect on the said date, the termination of such contract can only be legally made by complying with the conditions as set forth in the said amendment and that the provisions of Section 1205 prior to the amendment, which provided that the said contract could be terminated upon sixty days' notice, are nullified by the amendment. Accordingly the amendment served to supersede all notices of dismissal which had not become effective at the time of enactment. Therefore, contracts in effect upon the effective date of the act may only be terminated in accordance with its provisions.

Very truly yours,
DEPARTMENT OF JUSTICE.

In a writ of mandamus issued by Judge Culver in the Court of Common Pleas of Bradford County on June 17, 1937, this opinion was sustained.

AMERICAN EDUCATION WEEK

(Concluded from page 11, column 3)

We Educate for Peace?" or a topic related to it. (2) Suggest that Sunday School classes and young people's groups devote their meetings on this day to a similar topic. (3) Let school choruses take the place of church choirs. (4) Suggest that regular and special religious radio broadcasts discuss the topic.

Succeeding issues of Public Education will present discussions of other topics chosen for American Education Week.

PROFESSIONAL LICENSING

DR. JAMES A. NEWPHER
Director Bureau of Professional Licensing

500 TAKE PRE-PROFESSIONAL EXAMINATIONS

Evince Wide Variety of Educational Interests

JAMES G. PENTZ
Chief Division Pre-Professional Credentials

Five hundred fifty-six candidates ranging in age from 19 to 60, who had missed the opportunity of graduating from a secondary school, have recently availed themselves of earning secondary school credits through the pre-professional examinations offered by the Department of Public Instruction. The persistent elevation of standards for admission to the various professions and occupations of Pennsylvania has made it necessary for men and women who lack secondary school preparation, to apply to the Department for the privilege of making up those parts of their education which they missed during their earlier years.

Ages of Candidates

Of the candidates who appeared for the last pre-professional examinations of the Department, 273 were between 20 and 30 years of age; 158 were between 30 and 40; 61 were between 40 and 50; and 6 were between 50 and 60. One candidate was 60 years of age. Many of the candidates did not indicate their ages.

Present Occupations

Participating in the pre-professional examinations were candidates from more than a score of different occupations. The largest number, 89, are nurses; the second largest number, 77, are laborers; the third largest number, 76, are students; the fourth, 42, are clerks; and the fifth, 29, are undertakers. Other occupations represented in the group of candidates are as follows: 28 teachers, 24 accountants, 13 stenographers, 10 un-employed, 8 skilled laborers, 7 salesmen, 6 house workers, 6 telephone operators, 6 technicians, 3 chiropractors, 3 draftsmen, 3 physio-therapists, 2 barbers, 2 beauticians, 2 deaconesses, and 2 musicians.

Future Professions

Following is a table showing the occupations for which they are preparing:

Occupations	*No. Preparing*
Nursing	100
Teaching	95
Secondary School Credit	51
Undertaker	44
Certified Public Accountant	18
Accounting	16
College	12
Medicine	12
Engineering	10
Pharmacy	10
Drugless Therapy	9
Law	8
Ministry	8
Business	7
Chemist	6
Optometry	6
Chiropody	5
Social Service	5
Journalism	4
Musician	4
Insurance	3
Aviator	2
Beautician	2
Librarian	2
Osteopathy	2
Stenographer	2
Architect	1
Dietitian	1
Forestry	1
Mechanic	1
Missionary	1
Physio-Therapy	1
Technician	1
Theology	1

Nationalities Represented

The variety of occupations and ages represented by the candidates for the pre-professional examinations is hardly greater than the variety of nations in which the candidates were born. Of course the majority, 494, were born in the United States. The remaining 62 were born in the following countries: Ireland, 13; England, 11; Italy, 8; Austria, 7; Russia, 6; Germany, 5; Poland, 3; Canada, 2; Alaska, 1; Lithuania, 1; Norway, 1; Philippine Islands, 1; Sweden, 1; and Wales, 1.

RHODES SCHOLARSHIPS

Applications Due Before November 6

Rhodes Scholarships for study at the University of Oxford, to the number of 32, will be awarded this year in the United States. Upon recommendation by his college, a prospective candidate may apply in his state or in the state in which he has received at least two years of his college education. A candidate to be eligible must be a male citizen of the United States, age 19 to 25, and unmarried, and must have completed at least his sophomore year by the time of application. Application must be in the hands of the secretary of the State Committee, John V. Lovitt, Philadelphia, not later than November 6, 1937.

RADIO AN AID TO EDUCATION

(Concluded from page 3, column 2)

More specifically, the teacher of the public school may encourage the use of this valuable art in learning by becoming informed on the subject of radio herself, securing a first-class radio receiver, obtaining bulletins listing educational programs, outlining the procedure to follow in her own classroom, relating the radio programs to regular school work, using programs of entertainment only during intermissions at school, avoiding commercial advertising programs, and supervising carefully the art and technique of "listening" to radio on the part of children.

PARENTS COOPERATE

By a close cooperation with the parents of the children, the Parent-Teacher Organization, and other groups directly concerned with public education, the teacher can develop a program through the use of radio that will greatly elevate the standards and stimulate radio progress in the homes of the State, and at the same time improve in a large degree, the program of learning for the pupils of her school.

HOW THE PROFESSIONAL NURSE SERVES THE PUBLIC

Both Public and Private Phases of Work Benefit Humanity

At a recent meeting of the Department of Public Instruction the members of the Staff heard several informal addresses dealing with the services rendered the public by various groups, including nurses, pharmacists, dentists, optometrists, physicians, osteopaths, and veterinarians.

Following is a summary of the discussion by Mrs. Edith S. Connel, of the State Board of Examiners for the Registration of Nurses, on the services which the nursing profession renders the public:

GENERAL FUNCTION

It is the function of the nursing profession to adequately prepare nurses with vision and understanding necessary to make their lives useful and happy; filled with enduring human relationships. They must be ready to cope effectively with problems both little and big. They have varied activities which are filled with opportunities for constructive as well as creative work. Nursing not only deals with the sick but also with the well, and we particularly stress the famous slogan: "Prevention rather than Cure." Thus, protecting health and happiness is a most vital concern in nursing.

Nursing is in a very special sense a national service. It is not enough that nurses should serve the needs of a single institution, or a limited group of people, but she must be ready to serve the whole community and to meet conditions as she finds them in many different kinds of communities.

PHASES OF NURSING SERVICE

Hospitals

In hospitals the nurses serve in the following departments: operating rooms, in the wards, in the diet kitchens, out-patient departments, and in the X-ray rooms. These nurses are on constant guard and take care of the sick both day and night, rendering comfort, assurance and courage at all times.

Private Duty

Private duty nurses are called to give special care to some member of a family either in the home or in the hospital. She is ready to care for the patient whether acute, chronic, contagious, surgical, medical, or mental. In this work she is able to serve the public by preparing and helping the patient to make the mental adjustment illness demands of him, teaching him and his family to guard against future illness, and once more to assume the responsibilities of a healthy, normal member of his family and community.

Public Health Nursing

In public health nursing the visiting nurses visit families, aid those in distress, give the needed treatments, and with pa-

(Continued on page 16, column 3)

Teacher Education and Certification

DR. HENRY KLONOWER
Director Teacher Education and Certification

Some Significant Facts Pertaining to the Summer Sessions in Pennsylvania Colleges and Universities in 1937

JONAS E. WAGNER

Supervisor Elementary Teacher Education and Certification

INTRODUCTORY

The purpose of this article is to record briefly certain factual information pertaining to the summer sessions of 1937 in the various colleges and universities in Pennsylvania, and to indicate some significant trends that have a bearing on the teacher education program at the present time. The information assembled has been compiled almost entirely from the summer session bulletins issued by the respective institutions.

EVOLUTION OF SUMMER SESSIONS

The typical summer session of today offers instruction in a multitude of fields to under-graduate and graduate students, particularly those who are identified with the field of public education. While the offering is obviously much broader in scope than the instructional programs that have evolved in typical summer schools since their origin in the early seventies of the last century, it would be difficult to exceed the quality of personnel that prevailed at certain periods in the past. For example, the first school of this sort which was known as a school for original research was doubtless the one developed by Louis Agassiz on Penikese Island in 1872. Following closely was a group of schools giving instruction in single subjects such as music, philosophy, etc., of which the famous Concord Summer School of Philosophy and Literature was a type, with such outstanding persons as teachers as Ralph Waldo Emerson, William T. Harris and others of equal reputation. A later development gives us the language institutes and the Chautauqua assemblies, the latter of which included in a single summer such famous names as John Bach McMaster, John Fiske, William Rainey Harper, Mrs. Julia Ward Howe, Colonel Francis W. Parker, and Bishop John H. Vincent.

FORTY-NINE COLLEGES OPEN THIS SUMMER

Instruction is being given this summer in Pennsylvania in thirty-six liberal arts colleges and universities and thirteen state teachers colleges, or a total of forty-nine colleges of the seventy accredited colleges and universities. This means that seventy per cent of all such institutions are continuing their services through the summer months, thus emphasizing more and more the tendency of the times to make college instruction a continuous process. Such a policy has doubtless been promoted primarily as a means for furthering the education of mature students at a convenient time.

The following is a list of the institutions conducting summer sessions during 1937:

- Albright College
- Allegheny College
- Beaver College
- Bucknell University
- Carnegie Institute
- College Misericordia
- Drexel Institute
- Duquesne University
- Elizabethtown College
- Geneva College
- Gettysburg College
- Grove City College
- Immaculata College
- Juniata College
- Lebanon Valley College
- Lehigh University
- Marywood College
- Mercyhurst College
- Moravian College and Theological Seminary
- Mount Mercy College
- Mount Saint Joseph College
- Muhlenberg College
- Pennsylvania State College
- Rosemont College
- Seton Hill College
- Saint Francis College
- St. Thomas College
- State Teachers Colleges:
  - Bloomsburg
  - California
  - Clarion
  - East Stroudsburg
  - Edinboro
  - Indiana
  - Kutztown
  - Lock Haven
  - Mansfield
  - Millersville
  - Shippensburg
  - Slippery Rock
  - West Chester
- Susquehanna University
- Temple University
- Thiel College
- University of Pennsylvania
- University of Pittsburgh
- Villa Maria College
- Villanova College
- Washington and Jefferson College
- Waynesburg College

THREE GROUPS OF STUDENTS SERVED

An analysis of the types of courses offered in the various summer sessions shows that provision has been made primarily to meet the needs of three groups of students: (1) college students who desire to advance their education toward meeting the requirements for the baccalaureate degree; (2) teachers-in-service who seek some higher form of certification to meet the requirements of the local salary schedule, to complete courses for a degree in education, to improve the quality of their work in the classroom, to add subjects to their certificates, to pursue graduate work to strengthen their general preparation, or to qualify for an administrative position; and (3) advanced students who are pursuing intensive studies and research in more or less highly specialized fields. There are in addition several smaller groups who are in attendance largely to meet some specific end.

WIDE VARIETY OF COURSES

A total of 4300 courses of study is announced, of which 3300 are offered in the liberal arts colleges and 1000 in the state teachers colleges. The range in number extends from 19 in Rosemont College to 450 in the Pennsylvania State College. It is significant that while technical courses in education, approximately 800 in number, occupy the most prominent place in the list, English, science, and social studies follow closely with between 400 and 500 courses each. The field of art offers 185 courses while music exceeds this number by 30. Courses in psychology ranging from one each in several institutions to 32 in the University of Pennsylvania make a total of 220 different classes. Of the languages, French leads with 136 courses, followed by 78 in Latin, 74 in German, 46 in Spanish, and 24 each in Greek and Italian. Instruction in Geography is provided in 115 courses, Mathematics in 230, physical and health education in 175, home economics in 90, and industrial arts in 100 courses.

GRADUATE COURSES

Graduate courses to the extent of 257 are reported for nine institutions, while courses with either graduate or undergraduate credit in the number of 863 are listed in fourteen catalogs. This means that approximately one-fourth of the total number given are of a graduate standard. The active interest at the present time in meeting the graduate requirements for administrative certificates is doubtless emphasized in the large number of such courses being offered.

SOCIAL PROBLEMS PROMINENT

One of the noteworthy trends in the character of the courses offered this summer is in the direction of emphasis on problems associated with social and economic adjustments and current governmental tendencies. While many of the courses are obviously in the nature of pioneering ventures they do indicate an interest that is significant. The following titles are indicative of the type presented: Current Economic Problems, Family Sociology, Family Finance, Social Adjustments, American Government and Citizenship, Economic Security, Governments Today, Labor Problems, Consumer Problems, Social Problems of the Family, and Current International Problems.

SPECIAL FIELDS

Advantage is taken of the summer session atmosphere to promote certain types of study that demand more or less concentrated effort in a definite field. Among those that may be mentioned are the French Institute in the Pennsylvania State College, the School of French and the French House conducted in Marywood College, and the field course in Geography un-

TEACHER EDUCATION AND CERTIFICATION—Concluded

der the direction of the State Teachers College at Slippery Rock. The first two offer unusual opportunities for six weeks in direct contact with native French professors and other noted French scholars. The field trip in geography will include three weeks' travel to study the iron and steel industry from the mines in the upper Lake Region to the steel mills in the Pittsburgh area, coal mining, manufacturing, transportation of foods, the dairy industry of Wisconsin and Minnesota, and the fruit production of the Mississippi Valley and Michigan.

UNUSUAL OFFERINGS

In addition to the wide variety of standard courses that are available in all fields, mention may be made of a number of titles that have unusual significance in that they serve in a sense to indicate current interests and thinking. Among these may be included: Biography in a Changing Age (Pittsburgh), Fencing (Carnegie), Our Debt to the American Indian (Pennsylvania), Tap Dancing (Pennsylvania), Economics of Fashion (Drexel), Criminology (Elizabethtown), Economic Doctrine (Grove City), Modern Newspaper Practice (Lehigh), Safety Education (Muhlenberg), Teaching Traffic Safety and Automobile Operation (State), Correctives and Treatment of Athletic Injuries (Pittsburgh), and Italian History (Villanova).

LIBRARY INSTRUCTION

Recent economic changes have evidently had a bearing on a revival of interest in the field of library service, particularly that of the school librarian. More institutions and a greater number of courses are available this summer than at any previous summer session in recent years. The institutions offering such work are: The School of Library Science in Drexel Institute, nine courses; Duquesne University, three courses; Marywood College, five courses; Pennsylvania State College, nine courses; State Teachers College, Kutztown, two courses; State Teachers College, Millersville, five courses; Temple University, twelve courses; and Villanova College, five courses, or a total of eight institutions with fifty courses scheduled.

VISUAL EDUCATION

A casual leafing through the catalogs shows that all but a few institutions are offering courses in visual education, presumably to help teachers who hold some form of certification issued subsequent to September 1, 1935. Under a regulation of the State Council of Education all certificates issued after September 1, 1935, require the completion of a course in visual and sensory techniques before they may be made life licenses. It is evident from the descriptive statements made about these courses that the institutions have made a considerable investment in the way of equipment.

DEMONSTRATION SCHOOLS

The typical summer session of today in which teacher education is a dominant motive usually provides practice teaching facilities in all cases where conditions permit. It is obvious, however, that many difficulties are bound to arise in the matter of securing a sufficient number of pupils during the vacation period. Also, enrollments in a number of institutions do not justify the effort and expense to operate such classes. While all of the state teachers colleges have demonstration schools in session for elementary and secondary teachers, only twelve of the liberal arts colleges and universities are offering courses of this character. Allegheny College has a demonstration school for secondary teachers; Bucknell University has a demonstration school in which practice teaching for both elementary and secondary teachers is offered; similar opportunities for teachers of industrial education are provided by the Carnegie Institute of Technology; a demonstration school with both elementary and junior high school pupils from the public schools is provided by Geneva College; Lebanon Valley College is operating a superior type of secondary school for observation and student teaching in one of the public schools of Hershey; the summer terms of the Allentown Preparatory School and the Allentown High School are used for observation and practice teaching by Muhlenberg College; demonstration and observation classes are in daily session in the demonstration school of the Pennsylvania State College; observation and practice teaching for secondary teachers is provided by Thiel College; Temple University has complete facilities for demonstration work and student teaching; demonstration courses in music and speech clinics are provided by the University of Pennsylvania; student teaching in both the elementary and secondary grades are provided by the University of Pittsburgh, as well as observation work throughout the system; and demonstration classes in the fourth and fifth grades in the Practice Schools of Philadelphia are conducted by Villanova College.

TREND TOWARD LONGER TERMS

The typical summer session in Pennsylvania extends over a period of six weeks. There is a growing tendency, however, that is observable during recent years on the part of certain institutions, to lengthen the session to nine weeks or twelve weeks, presumably to accommodate teachers who desire to advance their certification more rapidly than the normal period will permit. The apparent tendency over the country to adopt the quarter as the summer session unit is reflected somewhat in four institutions, namely: Allegheny College, Muhlenberg College, Pennsylvania State College, and the University of Pittsburgh, each of which provides instruction facilities for twelve weeks, arranged ordinarily as a pre-session of three weeks, a regular session of six weeks, and a post-session of three weeks, or an equivalent combination.

TUITION COST

The tuition fee is invariably based on a certain charge per semester hour. The amount ranges between $4.33⅓ and $10.00 a semester hour, with $8.00 as the most frequent fee for the liberal arts colleges and universities and $5.00 as the uniform charge in all of the state teachers colleges. Since six semester hours is the generally recognized load in a session of six weeks, the instructional cost to a single individual is easily computed.

21,000 ENROLLED

While there are no official figures of enrollments of students in the various institutions as yet available, an estimate based on attendance during the last five years would place the number at approximately 21,000. Of this number, some 14,000 are estimated to be teachers in the public schools of the Commonwealth. To this should be added the Pennsylvania teachers who are registered in institutions in other states for whom no reliable statistics are available but whose number is believed to exceed 1500. Under this assumption approximately one-fourth of the present teaching and administrative force is pursuing professional courses in standard colleges and universities.

PRESENT SUMMER OUTSTANDING

On the strength of the facts just presented it is accordingly safe to assume that the 1937 summer session will be recorded as one of outstanding importance in the promotion of education in Pennsylvania. With the present-day economy auguring well for better times and legislation enacted to make possible greater stability in the profession, it is little wonder that the formal announcements of the various institutions embody not only a challenging program of advancement but seem to radiate as well a spirit of assurance that points positively in the direction of a new order in education.

1937-1938 CALENDAR FOR STATE TEACHERS COLLEGES

Summer Sessions Began June 14

The summer sessions of Pennsylvania's fourteen State Teachers Colleges opened June 14, 1937, with the registration of students. The post session for the Summer will begin on Monday, July 26, 1937.

The calendar for next year's general sessions of the State Teachers Colleges has been formulated by the State Council of Education.

Following is the schedule of dates for the summer sessions of 1937, and the two semesters of the winter session for 1937-38:

SUMMER SESSION

Registration Day.....Monday, June 14
Classes Begin.....Tuesday, June 15
Entrance Examinations...Friday, July 16
Session Ends.....Saturday, July 24

POST SESSION

Session Begins.....Monday, July 26
Session Ends.....Saturday, August 14

FIRST SEMESTER 1937-1938

Final Date for Entrance Examinations. .....September 7
Registration and Classification of all Freshmen .....September 8
Registration and Classification of all Other Classes.....September 9
Classes Begin.....September 10
Thanksgiving Recess Begins.November 24
Thanksgiving Recess Ends..November 29
Christmas Recess Begins....December 21
Christmas Recess Ends.....January 4
First Semester Ends.....January 14

SECOND SEMESTER 1938

Second Semester Begins.....January 18
Easter Recess Begins.....April 14
Easter Recess Ends.....April 25
Class Work Ends.....May 20

COMMENCEMENT 1938

Alumni Day .....May 21
Baccalaureate Sermon .....May 22
Senior Day, Ivy Day, Class Night.May 23
Commencement .....May 24

STATE LIBRARY AND MUSEUM

DR. JOSEPH L. RAFTER
Director State Library and Museum

Library Service Growing

Institutions Show Improvement in Cities of all Sizes

A survey of libraries recently made by the American Library Association reveals that in general library conditions and services are improving. Appropriations have been increased over the past year, salary cuts have been restored, and in a few instances salaries have been increased.

General Trends

While the collections of books have almost uniformly increased, registration and circulation figures show a tendency in some places to decrease. This reduced circulation may signify a reduction of unemployment. Where increases in book circulation occur they are more common in juvenile departments than in the adult departments.

In the Largest Cities

Viewing library conditions in cities of different sizes, it is found that libraries which serve more than 200,000 population reveal a range of book collections from over 2,000,000 volumes to less than 50,000 volumes. Registered borrowers vary among these larger libraries from 750,000 to 12,000. Circulation, which is usually the best index of the service of libraries, varies from more than 10,000,000 volumes to approximately 250,000 volumes. The amount of money spent by the several libraries in cities of these classes extends from almost $2,000,000 to $50,000.

Increases in book stock are noted in practically all of these institutions, as indicated in the general trends; registration and circulation show decreases, while expenditures as well as incomes incline toward increase.

Populations from 100,000 to 200,000

The survey of the Association reveals almost two score of libraries which serve populations from 100,000 to 200,000. More than 75 per cent of these libraries have increased their book collections, while registrations vary more markedly than in the previous group. A number of staff members in these institutions have enjoyed salary increases despite the fact that general expenditures show a somewhat greater reduction than in libraries of larger cities.

Populations from 35,000 to 100,000

Conditions in library service in cities from 35,000 to 100,000 are more encouraging than in any of the previous groups. This is true not only in the readiness with which they participated in the survey, but in the information which they presented. Their book collections, registrations and circulation figures make a showing that compares favorably with the larger cities.

Populations from 10,000 to 35,000

Over six hundred cities in the United States with populations from 10,000 to 35,000 have public libraries. Ten per cent of these are represented in the report of the present survey. In approximately fifty per cent of these libraries there is evident a growth in collections of books. Registrations have increased in relatively few of these libraries. This is the only group which showed a constant decrease in circulation. Two-thirds of these institutions have subscriptions this year in excess of those of previous years. Likewise about two-thirds of these libraries have reported increases in expenditures in salaries and for books.

STATE MUSEUM RENDERS EDUCATIONAL SERVICES

Thousands Visit Institution Monthly

GERTRUDE B. FULLER
Assistant Director State Library and Museum

There were 17,308 persons who visited the State Museum during the past month. Records show that 26,433 slides, eleven film strips, twenty-four projectors, were loaned and distributed, and 240 callers visited the Slide Section.

A Service Uniform of Nurse used during Civil War was donated by Helen Fairchild, Nurses Post 412, American Legion, Philadelphia, Pennsylvania; Earthenware Crocks, Glassware and other articles were donated by Mrs. Flora J. Diefenderfer, Wiconisco; Photograph of Major General McAndrew was donated by Miss Irene Howley, Dunmore, Pennsylvania.

A loan of sixteen Kentucky-Pennsylvania Rifles was made by Mr. Edward B. Lee, Pittsburgh, Pennsylvania.

Special Exhibits in the State Museum include:

A WPA Exhibit of Museum and Visual Education material was received recently and placed in the Bird Room of the State Museum. A dedication was made by Mrs. Earle. Malvina Hoffman Exhibit of sculptures and paintings was shown in the special exhibit room. This exhibit was brought to the State Museum by the Harrisburg Art Association and attracted over 5,000 visitors.

NEW EXHIBITS ADDED TO STATE MUSEUM

Seven Educational Displays Permanently Placed

Seven displays of the Museum Extension Projects of the Works Progress Administration in Pennsylvania, which were placed on exhibition this month, are to become a permanent part of the Pennsylvania State Museum.

One of these exhibits traces the development of American architecture, and will contain more models in miniature than any other series of its kind in the world. The others, which include the Parent-Teacher series of models to be shown at the first annual convention of that organization in Richmond next month, are equally interesting. These models are representative of those with which schools and museums throughout the State are being supplied by the museum extension units in a program devoted to the production of visual education aides.

The field of visual education, while it is comparatively new, has gained the support of educators everywhere. The Works Progress Administration's Museum Extension exhibit affords an excellent opportunity to see some of the best examples of this type of work.

> **Leisure is a boon which may easily prove a curse unless one knows what to do with it. If leisured masses continue to use their leisure hours merely for mass recreation, for viewing the combats of professional gladiators and screen dramas, and choking the streets with crowds whenever a much touted nonentity comes to town, or for reading the "funnies," the pornographic magazines and "action fiction" of the Western and detective types, then obviously they might as well, perhaps better, be at work at the old grind.**
>
> **—Arthur Porend.**

HOW THE PROFESSIONAL NURSE SERVES THE PUBLIC

(Concluded from page 13, column 3)

tience and understanding allay fears and apprehensions. They teach families how to keep well, help teachers in schools to protect children against disease, watch for causes of physical defects, and help and advise in remedying conditions; also suggest ways and means for better living. It is largely through this field that epidemics are combated, that the public is learning the rules of health, and that many little children are given the right start in life.

Teaching Field

The teaching field which serves as the foundation for all the other fields, is very vital. The nurses holding positions on the faculties of schools of nursing have an important work to do. Not only the instructor of student nurses, but the directress or principal, head nurse and supervisor.

Other Activities

Other activities in which nurses serve the public are: Army and Navy Nurse Corps, Indian and United States Public Health Service, Veterans' Hospitals, etc., also business firms and factories have nurses to supervise health and render first aid. Hospitals abroad also employ our American nurses to teach in their schools. The Red Cross nurses give unlimited service.

Related Fields

In the related fields such as social work, nutrition, nursery school teaching and research, the nursing background is most valuable.

If you should hop onto a magic carpet and fly through the air to catch a bird's-eye view of all the activities in which nurses engage, your flight would be a long one. It would take you to all parts of the earth—North, South, East and West. It would take you to the homes of the rich and to the dwellings of the poor; to hospitals, schools and industries; to the bleak, isolated hut of the mountaineer; to the drab yet colorful tenements on the side streets of the cities; and to scenes of disaster—of flood, fire, explosion—or to the borders of the battle field itself.

Wherever people are, there nurses have found worthwhile work to do, since "Nursing is an art that concerns every family in the world."

PENNSYLVANIA IN HISTORY

MAJ. FRANK W. MELVIN
Chairman Pennsylvania Historical Commission

Earliest White Settlement in Pennsylvania

A Brief Account of New Sweden Founded On Pennsylvania Soil Before the Time of Penn

With school and lay folk throughout the State making plans for the celebration of the 300th Anniversary of the First White Settlement in Pennsylvania in 1938, many citizens with a special interest and competence in history are making contributions to the stores of information that will be needed to give this significant observance the recognition it deserves. The Department of Public Instruction through the Historical Commission is preparing a series of publications relating to the earliest Swedish settlement of 1638.

ARRIVAL OF SWEDES

Among these publications is one which describes in a vivid manner the significant story of New Sweden*. This account relates that the Colony of New Sweden was conceived in the fertile mind of the most illustrious King that Sweden ever had—Gustavus Adolphus—who, as early as 1624, planned to establish on the shores of the Delaware a Swedish colony in which the laborer should enjoy the fruit of his toils and which should be an asylum for the persecuted of all Christendom. Since the great King lost his life on one of the battlefields of Germany in 1632, his daughter, Christina, who succeeded to the Swedish throne, carried out the plans of her more illustrious father, and in the autumn of 1637 sent two ships, the Kalmar Nyckel and the Fogel Grip, carrying Swedes and Finns to the western world. Those ships arrived on the banks of the Delaware in the latter part of March 1638 (old style), and thus the colony of New Sweden was founded. The landing date on Delaware shores has been established by our General Assembly as "Forefathers Day," and the 300th Anniversary of that landing will be observed as a public holiday in 1938.

On February 15, 1643, the Swedish ships, Svanen (Swan) and Fama (Fame) arrived at New Sweden, bringing Governor John Printz and Rev. John Campanius, the first missionary of the Christian faith, to labor among the Indians of Pennsylvania. Campanius translated Luther's smaller catechism into the Delaware language on the first book to be translated into the language of the North American Indians. The petition, "Give us this day our daily bread" was translated by Campanius thus: "Give us this day a plentiful supply of venison and corn."

Here on Pennsylvania soil this forgotten colony made the first settlements in the Keystone State, and the able Swedish Governor, John Printz, one of the most admirable characters in early American history, established the first permanent seat of government in Pennsylvania, erecting, before William Penn was born, a state house that stood for one hundred and sixty years, and establishing the first schools and churches as well.

EXCELLENCIES OF THESE EARLIEST SETTLERS

The Colony of New Sweden which comprised Southeastern Pennsylvania, all of Delaware, Southern New Jersey, and a part of Maryland, had many excellencies, three of which were as follows:

(1) There was no slavery in the Colony of New Sweden. Hence it is not strange that at a later day there was issued in Pennsylvania the first protest against slavery on the American continent, although many so-called educated Pennsylvanians seem to think that the agitation against slavery began in New England among the templed hills of the Puritans.

(2) In the Colony of New Sweden was established the first Indian policy in Pennsylvania—a policy of treating the Indian like a human being, a policy of purchasing land from the Indian, rather than taking it from the Aborigines by trickery, intimidation and force. This was the same Indian policy for which William Penn became renowned at a later day.

(3) But the third and greatest excellency of the Colony of New Sweden is the fact that the Swedes planted in this Colony the precious principle of religious liberty.

This principle flourished on Pennsylvania soil before William Penn arrived. By the time the great Quaker was ten years old, there had been eleven expeditions from the homeland to New Sweden; and when he came sailing up the majestic Delaware to found his province, he passed five Swedish Lutheran Churches on the way.

William Penn, however, gave this principle of religious liberty such a strong impetus, that Pennsylvania soon became an asylum for the persecuted of every sect and of every creed. Wave upon wave of English, Irish, Scotch-Irish, German, French Huguenot, and Welsh immigration broke upon the shores of the Delaware.

PENNSYLVANIA'S GREAT CONTRIBUTION

As late as the close of the Revolutionary War there were only three of the thirteen states that did not abridge religious liberty to the extent of having a state church. One of the three was Rhode Island, where the principle of religious liberty was planted at the beginning. A second was Delaware, but it should be remembered that Delaware, up until the Revolutionary War, was part of Pennsylvania. The third was Pennsylvania. Also as late as the time of the adoption of the Constitution of the United States, there were still five of the thirteen states that abridged religious liberty to the extent of having a state church. It was not long after the adoption of the Constitution of the United States until all of the States got rid of their state churches.

An emphasis on this early history of Pennsylvania during the Tercentenary of the First White Settlement by the Swedes in 1638 will hasten the day when the boys and girls in Pennsylvania's schools will know as much about the beginnings of their own Keystone State as they know about the beginnings of the Nation. It will also hasten the day when the boys and girls in the schools will have a fuller appreciation of "this mountain top of early Pennsylvania history where eternal glories linger like fires on mystic altars."

*by the Honorable C. Hale Sipe.

Pre-Historic Pennsylvania

Evidence Extant of Life 200,000,000 Years Ago

How many thousand years ago human beings first inhabited what we now know as Pennsylvania is yet to be determined. Archaeologists are busy exploring the sites of Indian encampments and burial places which may be one or two thousand years old, but such dates are comparatively recent and not always can the significance of the finds be interpreted or dated. For example, there are the inscriptions, figures and diagrams, carved on the rocks on an island in the Susquehanna River below Washington Boro which were recovered by the Historical Commission and deposited in the State Museum at Harrisburg before the island was submerged by the rising waters of the Safe Harbor dam. No one knows what they mean, who carved them, or when.

CAVES

No traces of pre-historic human occupancy have been found in the caves of Pennsylvania but many bones of lower animals have been discovered in three or four caves. The most interesting point about these discoveries is that many of the bones belong to animals that have become extinct. In the Hartman cave near Stroudsburg in Monroe County, the remains of the caribou and bison, now extinct in Pennsylvania, were found, together with two species of peccary and beaver that are now totally extinct. Bones and teeth of 21 species of small animals, including wolf, fox, raccoon, weasel, squirrel, wild turkey, and turtle were found buried in the cave floor.

In a cave at Port Kentucky, near Valley Forge, were found in 1870 the remains of 54 kinds of mammals, 41 of which are now extinct. These included giant sloth, tapir, peccary, mastodon, saber-tooth tiger, and bear larger than the grizzly. Can you imagine the time when these animals had their homes in the vicinity of Philadelphia? The giant sloth and tapir are inhabitants of the tropics now, and the mastodon with its great ivory tusks seems wholly foreign to our country, but the cave preserved the bones as proof of the former existence of all the animals in that region.

FRANKSTOWN FIND

Further evidence of the ancient inhabitants of Pennsylvania was found in the floor of a cave discovered at Frankstown, Blair County, in 1907. No articulated skeletons were found but parts of the skeletons or teeth of birds, snakes, frogs, bats, wolves, bear, bison, small rodents, deer, musk-ox, peccary, tapir, sloth, and mastodon were identified. Bones of one adult and five small mastodons were found in the upper part of the deposit as if they had been the last to perish there. Snakes and frogs are always falling into holes, bats live in caves, and one can imagine a peccary falling in and a wolf going in after it, but it is rather difficult to understand how six mastodons were so stupid as to be thus trapped. Maybe, like sheep, while they fed with their heads close together, a thin cover of soil over an open

(Concluded on page 18, column 3)

School Employes' Retirement Board

DR. H. H. BAISH
Secretary School Employes' Retirement System

Eighteen Teachers Reach Retirement Age In Month

Eighteen school employes were granted retirement allowances by the Retirement Board at its meeting last month. These school employes rendered service in the public schools of this State for periods ranging from 21 to 50 years as follows:

NAME	DISTRICT	COUNTY	No. of YEARS
Mrs. H. A. Markle	Reading Township	Adams	30
W. A. Taughinbaugh	Straban Township	Adams	30
Mary E. Haskell	Tyrone Township	Adams	21
J. M. Fetterman	Pittsburgh	Allegheny	26
Maude A. MacMunn	Pittsburgh	Allegheny	50
Harriet Robinson	Schenley High	Allegheny	33
Samuel S. Hoover	Spring Township	Berks	23
Amy K. Wagner	Upper Bern Township	Berks	50
Edward Sheetz	Jackson Township	Dauphin	37
C. Emerson Rohrer	Ralpho Township	Lancaster	43
Ida M. Grabinger	Conestoga Township	Lancaster	20
David E. Lehman	Hepburn	Lycoming	42
Melissa S. Shaw	Burnham	Mifflin	42
Asa K. McIlhaney	E. Allen Township	Northampton	34
Hulda G. Smith	Lower Augusta Township	Northumberland	39
Kate J. McCallister	Philadelphia	Philadelphia	46
Claude A. Ely	Delmar Township	Tioga	31
John A. Lentz	Lower Windsor Township	York	21

PRE-HISTORIC PENNSYLVANIA

(Concluded from page 17, column 3)
crevice in the limestone gave way under their combined weight.

OLDEST EVIDENCE

The fossil bones of extinct animals found at Frankstown are preserved in the Carnegie Museum at Pittsburgh, and those found near Stroudsburg and Valley Forge are in the Academy of Natural Sciences at Philadelphia.

These animals probably inhabited Pennsylvania about 25,000 years ago, and some of them may have survived into later times, but they are not ancient in comparison with the dinosaur, about the size of a fox terrier, whose foot-tracks are on exhibition in the State Museum at Harrisburg. These tracks were found by the Bureau of Topographic and Geologic Survey in the Pennsylvania Department of Internal Affairs, in red Triassic sandstone exposed in a roadcut near Yokumtown, York County. They were made by a four-footed animal that lived in that region close to 200,000,000 years ago and the foot-tracks were left in the mud along the shore of some Triassic river.

—*Pennsylvania Department of Internal Affairs*

RETIRING TEACHERS HAVE FOUR OPTIONS

J. Y. SHAMBACH
Deputy Secretary School Employes' Retirement Board

In order to be eligible to receive a superannuation retirement allowance a member of the Retirement System must have rendered at least ten years of service in the Pennsylvania Public School System and must have attained the age of 62. Superannuation retirement is compulsory at age 70, or at the end of the school term in which the age of 70 is attained. Contributions to the Retirement Fund are optional after the member reaches the age of 62.

At retirement for superannuation a member may elect to take the regular maximum retirement allowance, in which case all payments cease at the death of the member, or the member may elect any one of the four options outlined in the Retirement Law as follows:

Option 1.—A member at the time of superannuation retirement may elect to receive a reduced allowance payable throughout life and at death of the retired member any balance to his or her credit will be refunded to the estate of the deceased member or to any designated beneficiary.

Option 2.—A member at the time of superannuation retirement may elect to receive a joint retirement allowance which will be continued throughout the life of the member or the designated beneficiary.

Option 3.—A member at the time of superannuation retirement may elect to receive a reduced retirement allowance payable throughout the life of the member and at the death of the member one-half of this retirement allowance will be continued throughout the life of a designated beneficiary .

Option 4.—A member at the time of superannuation retirement may elect to receive any other benefit or benefits that shall be the actuarial equivalent of the regular retirement allowance.

SCHOOL CALENDARS (Concluded from page 2)

ANTICIPATING ANNIVERSARIES

JULY

1 HORACE MANN, accepted office as Secretary of the Massachusetts Board of Education, became Father of the American Public Schools.

1 Battle of Gettysburg, 1863.

3 J. GEORGE BECHT, 1865-1925, Superintendent of Public Instruction, Principal of the State Normal School at Clarion; first to promote the Teachers' Retirement System in Pennsylvania. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 INDEPENDENCE DAY, 1776. 161st Anniversary.

4 STEPHEN COLLINS FOSTER, 1826 - 1864, Greatest American folk song writer; exponent of Negro and plantation life; composer of "Old Folks At Home," "Oh Susannah," "My Old Kentucky Home," "Old Black Joe," "Massa's In The Cold, Cold Ground," and "Old Dog Tray." On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 JOSEPH PENNEL, 1857-1926, foremost etcher in America; author, traveler, artist, and illustrator. Made war paintings in Europe and America in 1917. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

4 JOHN ADAMS, died 1826; THOMAS JEFFERSON, died 1826; JAMES MONROE, died 1831.

5 CECIL JOHN RHODES, 1853-1902, statesman, empire builder and financier; founder of the famous Rhodes Scholarships.

6 SAMUEL BRECK, 1771-1862, proverbial patriot of Pennsylvania, advocate of Free School System prior to 1834. On Pennsylvania's Roll of Honor inscribed on the frieze of the Education Building at Harrisburg.

10 JAMES A. M. WHISTLER, 1834-1903, painter and etcher. Painted famous portrait of his mother. Elected to the Hall of Fame in 1930.

11 JOHN QUINCY ADAMS, 1767-1848, Sixth President of the United States, Secretary of State under President Monroe. Elected to the Hall of Fame in 1905.

12 HENRY DAVID THOREAU, 1817-1862, author and naturalist.

16 District of Columbia established, 1790.

23 CHARLOTTE S. CUSHMAN, 1816-1876, Shakesperian actress in the front rank of American tragedians. Elected to the Hall of Fame in 1915.

31 JOHN ERICSON, 1803-1889, Swedish American inventor and engineer.

31 JAMES KENT, 1763-1847, author of "Commentaries on American Law." "We ought not to separate the science of public law from that of ethics." Elected to the Hall of Fame in 1900.

HIGHER LEARNING

Colleges Coordinate Efforts On Educational Problems

Sixty Institutions Concentrate on Forty Vital Studies

Effort To Draw Nations Into A Unity

Sixty colleges and universities of the United States are cooperating in a study involving forty important educational problems for the purpose of drawing the Nation into unity with a view to improving education and providing equal educational opportunities in America. These studies touch almost every vital phase of American life and are of interest not only to school administrators, college professors, and teachers, but to farmers, nurses, students, and parents.

Comprehensive and Cooperative

This comprehensive and cooperative project is significant not only because it attempts to solve vital problems relating to public education, but because it exemplifies the new trend of wide cooperation in the study of public policies and reveals the tremendous possibilities of this new procedure. The project makes it possible for many of the Nation's universities and colleges to join together for the first time in carrying on much needed research in many fields of education.

Among the sixty colleges and universities participating are three from Pennsylvania, namely Duquesne University at Pittsburgh; Penn State College at State College; and the University of Pennsylvania at Philadelphia.

Important Problems

Following are some of the forty projects being studied through this cooperative enterprise:

1. A study of needed improvements in the administration of local school units in a representative number of counties in each state.
2. State school taxes and school funds and their apportionment.
3. Economic status of rural teachers.
4. Economic status of college alumni.
5. Digest of state school laws.
6. The distribution and amount of time in the teaching of vocational agriculture.
7. Student mortality in institutions of higher education.
8. Unit costs of higher education in universities.
9. A study of potential departments of vocational agriculture in a state in relation to the needs for trained farmers.
10. Relation between certain factors in secondary school education and success in college.
11. Cooperative study of factors related to pupil achievement and adjustment.
12. Opportunities for preparation for service in specialized educational fields.
13. Successful practices in the development of a coordinated recreational program in the CCC camps.
14. A detailed study of school taxes and funds, 1934-1935, as a sample study for a state-wide school finance survey.
15. Teacher supply and demand.
16. A study of placement opportunities in farming and related occupations for out-of-school farm boys and young men.
17. Standardization of a scale for the measurement of teacher personality.
18. A state-wide survey of adult education.
19. A study of objectives, curriculum materials and procedures in the use of motion pictures for character education.
20. A survey of occupational opportunities.

(Continued next column)

ESTIMATED NUMBER OF COLLEGE FRESHMEN

Year	Number
1931-32	336,997
1932-33	323,555
1933-34	310,113
1934-35	353,527
1935-36	379,688
1936-37	397,533

SCHOOL OF FAMILY EDUCATION

Association Sponsors Program at Temple University

DEPARTMENT MEMBERS PARTICIPATE

The School of Family Education sponsored by the Association for the Study of Family Relationships, was held at Temple University during the latter part of June.

The purpose of this school was to bring together, in recognition of a real need, a non-academic group with the highly prepared professional who is able to give practical help in meeting the problems of family relationships.

Fifteen definite courses designed to meet various needs with respect to solving problems of human relations were offered. Some of these courses were: Applying Nursery School Methods in the Home; Child Development at Kindergarten and Primary Levels; The Exceptional Child; Problems of Present Day Fathers; Mental Hygiene of Family Relationships; Spiritual Values in Family Life; Character Education; Character Building Agencies in the Community; Techniques of Leadership; and Legislation Necessary to Family Improvement.

Several members of the Department of Public Instruction were among the lecturers and instructors of the school: Dr. Robert G. Bernreuter, Chief of Special Education; Mrs. Anna G. Green, Chief of Home Economics Education; Myra deHaven Woodruff, Supervisor Emergency Parent Education; and Dr. Cecelia U. Stuart, Chief of Kindergarten and Elementary Education.

Liberal Arts Colleges Educate 3,000 Teachers in Year

DR. HENRY KLONOWER
Director Teacher Education and Certification

During the calendar year 1936, 3,193 certificates to teach were issued to graduates of Pennsylvania's fifty-five accredited Liberal Arts Colleges. The specific preparation appearing most frequently is that of English and Social Studies. Of more than 3,000 certificates issued, almost 2,000 carried certification in the field of English, and more than 1,600 in Social Studies. Fields of learning ranking lowest in the list on the basis of frequency are Agriculture, Teacher Librarian, Industrial Arts and Art, all of which appear in fewer than one hundred of the certificates issued.

The following table indicates the frequency with which the several departments of learning appear on the provisional college certificates issued by these Institutions during 1936:

English	1,919
Social Studies	1,623
Science	556
French	523
Elementary Subjects	458
Mathematics	425
Latin	369
Commercial	281
German	232
Physical Science	222
Music	187
Home Economics	188
Biological Science	184
Spanish	143
Geography	81
Physical Education	80
Art	74
Industrial Arts	61
Teacher Librarian	17
Agriculture	16
Orthogenic	5

The report also gives clear evidence of the fact that emphasis is now being placed on the thorough mastery of materials of learning in the education of teachers in these institutions. Formerly, during the period of preparation for teaching, candidates became certified in as many as six fields of learning. The present report reveals that the average number of fields of learning on these 3,000 certificates is only slightly more than two. The highest average number of fields for any college is 3.7 and the lowest is 1.7.

Estimated Total College Enrolment

(Full-time Regular Session)

Year	Number
1933-34	1,055,438
1934-35	1,108,128
1935-36	1,181,264
1936-37	1,258,046

THE INSPIRATION OF INDEPENDENCE DAY

The Declaration of Independence was and is the American Charter of the rights of man; and it became, continued, and will forever remain one of the foundation stones of the Republic. After our Independence was achieved, our plan of popular government was devised new to the world, and new to history, a plan under which we have become a mighty Nation, and to which we Americans are passionately, yet with clear understanding, devoted.

Including our War of Independence, we Americans have fought six bitter wars—each of them, in our firm conviction, righteous wars on our part, and each of them, in the settled judgment of mankind, helpful to the maintenance to the advance of Civilization. Of course, these conflicts are only a flashing sketch of our history, but they serve to show that the story of America is not dull and sordid, but stirring, vibrant, full of color, and charged with a special meaning to Americans, and to the World.

We cannot found a Republic—that has already been done for us. It is our great opportunity to live and act so that we shall preserve it, perfect it, and defend it, and hand it down to our children and our children's children, and even to the remotest generation, unimpaired. Are we not as patriotic as the men who made the Declaration of Independence? Are not the American people today as willing as ever to fight for a just cause?

To us falls the opportunity of making democracy work. Ours is the breath-taking, human adventure of actually promoting justice, creating domestic tranquillity, providing for the common defense, and attaining the general welfare and the blessings of liberty. It is in celebration of a revolution devoted to these ends that we dedicate this occasion.

The task of democracy is not easy. Vast changes are going on in the world. There are new elements in our social and economic life which must be recognized. Governments must adapt themselves to these new conditions. If changes are to be made through the methods of democracy the people must have patience and faith—faith not so much in leaders as faith in themselves.

Education is a long-time remedy. It cannot be applied in a crisis when the people have lost faith in their capacity to deal with their public problems. Already a great part of the world has gone over to dictatorship. The danger signs in our own structure are apparent to discerning minds. Oppressed peoples everywhere look to us to vindicate the ideal of 1776. This is another opportunity for altruistic service. Shall not America then demonstrate to a chaotic world that a democracy is able to create economic abundance and security "with liberty and justice for all"? I believe America will.

Finally, we need a revival of faith in the soundness of American ideals and American institutions. We must keep on the alert; America depends for its life, its liberty, and its happiness on a wide-awake and conscientious citizenship. Let us keep untarnished and unstained the honor of the flag that shall float over a united and free people of unlimited opportunity for Social Service, a people sworn to the great cause of liberty and justice for themselves, and for all the sons and daughters of mankind.

—Lester K. Ade.